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ABSTRACT

This document contains clinical evaluation tools that reflect the increasing degrees of independence and competence expected as students move through the sequential clinical courses of an associate degree nursing program. Two tools are provided for each of the seven clinical courses. Tool 1, Program/Course Objectives and Evaluation Criteria, includes five sections, each headed by a major program objective. Within each section are 3-5 clinical objectives, each defined by behavioral criteria. Although the objectives remain the same throughout the program, the criteria are specific for each sequential clinical course. Formative (weekly) and summative (final) evaluations are based on a scale that rates the student performance according to the quality/number of criteria achieved by the student. Tool 2, Evaluation of Psychomotor Skill Performance, itemizes the technical skills and the degree of competence required for each skill during each quarter of the program. Evaluation is ongoing and based on a scale that rates the quality/expediency of skill performance and the degree of supervision required by the student to complete the skill safely and accurately. Two additional documents are provided to support this evaluation process. The Self-Appraisal Paper, leveled for each sequential clinical course, focuses on critique of interpersonal interactions and evaluation of various aspects of professional development. The Learning/Probationary Contract Format provides a uniform process for guiding students who do not satisfactorily meet the evaluation criteria. (YLB)

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HIGHLINE COMMUNITY COLLEGE
Associate Degree Nursing Program

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1987 SBCCE Grant Project

COMPETENCY-BASED CLINICAL EVALUATION TOOLS

PURPOSE: To develop a series of seven clinical evaluation tools, based on a uniform established format, that reflect the increasing degrees of independence and competance expected as students move through the sequential clinical courses of the nursing program.

PROCESS: The previous SBCCE grant funded the research/development of a competency-based tool format. Several revisions were made following a 4-month "theoretical pilot". Valuable input was obtained from the Advisory Committee, two ADN directors, and one outside PhD-RN consultant. The revised format provided the framework for developing 2 tools for each of the seven clinical courses. Pilot implementation occured during the Fall quarter, using tools developed for quarters 1 & 4. Both tools were revised/finalized in December following a successful pilot period.

OUTCOME: Two separate tools were developed/leveled for each quarter: Program/Course Objectives and Evaluation Criteria includes 5 sections, each headed by a major program objective. Within each section are 3-5 clinical objectives, each of which is defined by behavioral criteria. While the objectives remain the same throughout the program, the criteria are specific for each sequential clinical course. Formative (weekly) and summative (final) evaluations are based on a scale that rates the student performance according to the quality/number of criteria achieved by the student. Evaluation of Psychomotor Skill Performance itemizes the technical skills and the degree of competance required for each skill during each quarter of the program. Evaluation is ongoing and based on a scale that rates the quality/expediency of skill performance and the degree of supervision required by the student to complete the skill safely and accurately.

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Two additional documents were created to support this evaluation process:
The Self-Appraisal Paper, "leveled" for each sequential clinical course, focuses on critique of interpersonal interactions and evaluation of various aspects of professional development. This assignment provides a vehicle for the development of self-awareness and analytic thinking as well as valuable data for clinical evaluation.
The Learning/Probationary Contract Format provides a uniform process for guiding students who do not satisfactorily meet the evaluation criteria.

All documents developed through this grant will be assembled together, published and sold to nursing students next year as an Evaluation Handbook.

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HIGHLINE COMMUNITY COLLEGE
Associate Degree Nursing Program

OVERVIEW: CLINICAL COURSE EVALUATION TOOLS

Clinical learning in nursing education is focused on the progressive acquisition of a wide range of skills, abilities and attitudes toward the achievement of clearly-defined competencies. The HCC Nursing Program emphasizes independent learning and individual responsibility for one's own progress. The student is primarily responsible to know clinical course objectives, plan actions to achieve the objectives and establish times with the instructor to demonstrate achievement of the objectives. Evaluative feedback is shared with the student throughout the clinical rotation and in the final conference.

The HCC Nursing Program clinical evaluation process is based on the conceptual framework of the program. It includes two separate tools:

Tool 1. <u>Program/Clinical Objectives and Evaluation Criteria</u>

This tool includes 5 sections, each headed by a major program objective. Within each section are 3-5 clinical objectives that are to be achieved by the end of the course. Each of the 26 clinical objectives is defined by behavioral criteria that provide the basis for evaluation. While the objectives remain the same throughout the program, the criteria are specific/leveled for each sequential clinical course. Formative (weekly) and summative (final) evaluations are based on a scale that rates the student performance according to the quality/number of criteria met by the student. At the end of the course, the completed tool is placed in the student's permanent file and a copy of it is given to the student.

Tool 2. <u>Evaluation of Psychomotor Nursing Skills</u>

This tool itemizes the assessment and technical skills that must be acquired during the program. Evaluation is ongoing and based on a scale that rates the quality/expediency of skill performance and the degree of supervision required by the student to complete the skill safely and accurately. Students are responsible to select clients who require the skills they need to have evaluated and to set up times for evaluation by the instructor. Progress (i.e. acquiring new skills & achieving greater degrees of independence) is evaluated at the end of each quarter. One copy of this tool is issued to each student at the beginning of the program and placed in a folder that is kept by the instructor and passed on to subsequent instructors in successive clinical courses. The sixth quarter final ratings are recorded on a new copy of the tool and placed in the student's permanent file. Copies of this tool can be made at any time for verification of student skill acquisition to potential employers.

STUDENT _____ WKLY INITIALS _____
INSTRUCTOR _____ QTR _____ YEAR _____
AGENCY _____ ABSENT_____ TARDY_____

HIGHLINE COMMUNITY COLLEGE
Associate Degree Nursing Program

Clinical Evaluation Tool
PROGRAM/CLINICAL OBJECTIVES AND EVALUATION CRITERIA

Evaluation of clinical objectives occurs weekly with summative (final) ratings at the end of the course. Ratings are based on achievement of evaluation criteria listed for each objective. Evaluation of written work is included in the rating for the week in which it was submitted. Source of data and unmet criteria are stipulated for below-satisfactory ratings. Instructors keep the official copy and make all entries in ink. Students must review/initial the tool each week. Procedures for calculating the summative ratings are described at the beginning of each section. Averages are calculated numerically to the tenth, rounding to the nearest whole number (up from .7). Rating categories are defined as follows:

4 = Outstanding	Clinical performance exceeds the objective; demonstrates superior abilities in most criteria.
3 = Satisfactory	Clinical performance satisfactorily meets all criteria
2 = Minimal	Clinical performance partially meets the objective; demonstrates deficiencies in one of the criteria.
1 = Unsatisfactory	Clinical performance does not meet the objective; demonstrates deficiencies in two or more criteria.
NR = Not Rated	Student was absent or on an observational experience.

Clinical contract procedures are fully described in the Student Handbook. Learning/Probationary contracts are provided to focus the student on specific deficits. When a contract is established, the student is given a document that outlines contract terms/process. Contract criteria include:

-deficits that impede progress and/or indicate possible course failure; or
-2 or more below-satisfactory summative ratings; or
-2 or more below-satisfactory ratings on the Nursing Process Paper; or
-student absence resulting in insufficient data to evaluate.

Faculty review to determine failure vs. probation is required when a student

-seriously violates safety/ethical/legal standard(s); or
-demonstrates serious deficits in knowledge/skills; or
-receives 5 or more below-satisfactory summative ratings.

QUARTER ONE, SECTION I:
The "outstanding" rating may not be used in this section.
Summative rating = average weekly rating (excluding NR weeks).

UPHOLDER OF PROFESSIONAL STANDARDS

The student adheres to fundamental standards of safety and professional behavior.

A. **The student maintains a safe environment for the client.**
1. Maintains medical asepsis with all clean procedures.
2. Maintains environment free of mechanical/chemical/thermal injury.
3. Maintains environment free of injury from mobility activities.

	1	2	3	4	5	P	Sum
R							
D							
#							

B. **The student functions within the program-defined scope of practice & within own parameters of knowledge/abilities.**
1. Limits nursing actions to those defined for first quarter of program.
2. Assesses self and identifies own limitations accurately.
3. Completes post-test/lab evaluation of each required skill prior to performing the skill on a client in the clinical area.
4. Obtains instructor/contact RN observation for initial performance of all skills & for performance of skills rated "assisted" level or lower.
5. Recognizes/reports situations requiring greater knowledge/abilities.

	1	2	3	4	5	P	Sum
R							
D							
#							

C. **The student adheres to ethical/legal nursing standards.**
1. Complies with all HCC Nursing Program Student Policies, including:
-documents required insurances/PE/immunizations prior to clinical;
-maintains the required dress code for clinical experiences;
-contacts appropriate persons in the event of absence/tardiness;
-attends clinical free from the influence of drugs or alcohol;
-attends clinical well-rested and in sufficient good health to function clearly & safely with others.
2. Upholds ethical standards described in Student Handbook, including:
-turns in original & appropriately-referenced written work;
-retains accuracy in verbal & written communications;
-properly reports incidents/accidents that occur in clinical area.
3. Performs skills according to HCC-defined procedures & behaviors.
4. Utilizes correct agency procedures as stipulated in agency manuals.
5. Upholds the ANA Code for Nurses and Washington State Board of Nursing Standards of Practice (distributed in N121 or N191).

	1	2	3	4	5	P	Sum
R							
D							
#							

KEY: R = Rating achieved; **D** = Source of data; **#** = Criteria not achieved
1,2,... = wk of rotation; **P** = Process Paper; **Sum** = Summative rating

QUARTER ONE, SECTION II:
Summative rating = average weekly rating (excluding NR weeks).

MEMBER OF THE PROFESSION

The student assumes roles, responsibilities and attitudes that are essential to the nursing profession.

A. The student demonstrates professional appearance/demeanor.

1. Maintains neat, clean and correctly-attired physical appearance.
2. Maintains calm manner & self-composure during clinical experiences.
3. Articulates clearly, using proper grammar and pleasant voice.
4. Asserts self appropriately; not passive or aggressive with others.

	1	2	3	4	5	P	Sum
R							
D							
#							

B. The student demonstrates professional attitudes/behavior.

1. Accepts professional accountability for own actions/omissions.
2. Demonstrates respect/supportiveness toward others
3. Demonstrates receptiveness to questions/suggestions/feedback.
4. Maintains confidentiality.
5. Acknowledges situations in which conflict may exist.

	1	2	3	4	5	P	Sum
R							
D							
#							

C. The student assumes responsibility for own learning process.

1. Submits all written work completed, in correct format & on time.
2. Completes unit "Clinical Implementation Objectives" - N121, N131.
3. Identifies own knowledge deficits and seeks appropriate resources.
4. Identifies own problem areas and creates short-term personal goals.

	1	2	3	4	5	P	Sum
R							
D							
#							

D. The student assumes responsibility for own skill acquisition.

1. Seeks opportunities for skill acquisition/evaluation.
2. Requests and makes arrangements for instructor evaluation of skills.

	1	2	3	4	5	P	Sum
R							
D							
#							

E. The student completes required preparation for clinical.

1. Arrives in sufficient time to begin clinical shift unharried & on time.

	1	2	3	4	5	P	Sum
R							
D							
#							

QUARTER ONE, SECTION III:
Summative rating = average of final 3 wkly ratings (excl NR wks).
If NR is required "spin off", then average final 4 wks (excl NR).

PROVIDER OF CARE

The student provides appropriate nursing care to the client utilizing the Nursing Process and standard nursing behaviors.

A. The student accurately ASSESSES the client.

1. Collects data from client/chart/Kardex.
2. Accurately identifies 3-7 data items for selected Basic Need Area.
3. Validates assessment data with instructor in clinical conference.
4. Accurately identifies and states 3 client problems.

	1	2	3	4	5	P	Sum
R							
D							
#							

B. The student creates an appropriate PLAN of nursing care.

1. Establishes plan of care with instructor.
2. Retrospectively establishes measurable/realistic EO for 1 problem.
3. Retrospectively identifies 2 appropriate nursing actions for problem.
4. Accurately states scientific rationale for nursing actions.

	1	2	3	4	5	P	Sum
R							
D							
#							

C. The student properly IMPLEMENTS the plan of nursing care.

1. Carries out plan of care.
2. References actions with resources approved by HCC Nursing Program.

	1	2	3	4	5	P	Sum
R							
D							
#							

D. The student thoroughly EVALUATES outcomes of nursing care.

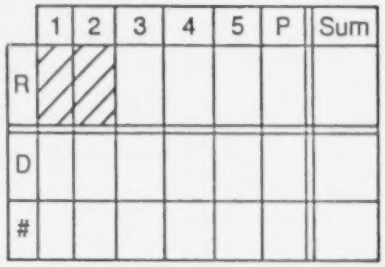
1. Retrospectively identifies 1 evaluative statement for the EO re: effectiveness of nursing actions, stating if EO was met or unmet.

	1	2	3	4	5	P	Sum
R							
D							
#							

SECTION III (continued)

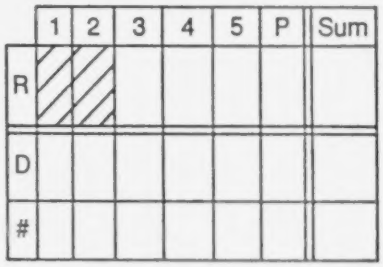
E. <u>The student applies knowledge of pathophysiology, medications, and treatments in client care.</u>

1. Identifies and briefly describes medical diagnoses of client.
2. Identifies significant lab data/diagnostic tests.



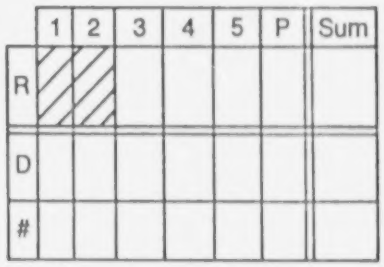
F. <u>The student incorporates nutrition concepts in client care</u>.

1. Completes nutrition modules by end of 7th week of quarter.
2. Assesses client home eating habits & potential need for special diet.
3. Assesses client food intake for appropriateness in terms of diet.



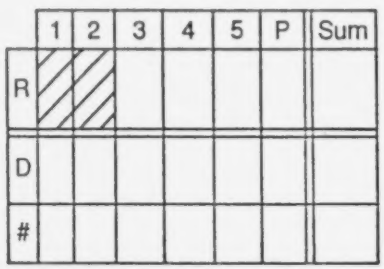
G. <u>The student incorporates development concepts in client care</u>

1. Identifies the client's developmental age.



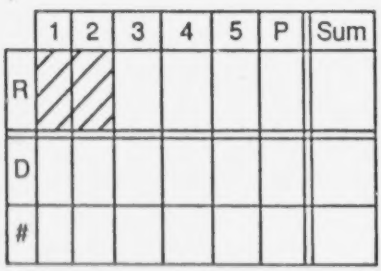
H. <u>The student incorporates cultural factors in client care.</u>

1. Identifies 2 features of client's socioeconomic/cultural background.
2. Identifies 1 client belief/perception about health/illness that stems from client's socioeconomic/cultural background.



I. <u>The student functions effectively as a client educator.</u>

1. Retrospectively identifies 1 client learning need.



QUARTER ONE, SECTION IV:

Summative rating = average of final 3 wkly ratings (excl NR wks).
If NR is required "spin off", then average final 4 wks (excl NR).

COORDINATOR OF CARE

The student effectively coordinates aspects of the environment, activities, individuals and resources related to the provision of care to the client.

A. The student creates/maintains a physically, emotionally and cognitively supportive environment.

1. Describes how hospital environment affects the client.
2. Identifies client role changes related to hospitalization/"sick role".
3. Keeps room clean/neat with cues for reality orientation.
4. Conveys respect for client's "personal space" and privacy needs.

	1	2	3	4	5	P	Sum
R							
D							
#							

B. The student utilizes effective organizational skills.

1. Proceeds through clinical shift in an organized/systematic manner.
2. Establishes/follows hour-by-hour plan for implementation of care.
3. Completes implementation of care within clinical shift.
4. Demonstates cost-effectiveness in the use of supplies/equipment.

	1	2	3	4	5	P	Sum
R							
D							
#							

C. The student provides correct verbal reports/written records.

1. Charts correctly in agency format using legal charting standards.
2. Charts succinctly (HCC-approved abbreviations & phrasing structure).
3. Charts legibly using correct spelling and grammar.
4. Charting is timely - records client condition throughout shift.
5. Charting reflects 1st quarter level of the Nursing Process.
6. Provides accurate verbal report to correct nurse before leaving shift.

	1	2	3	4	5	P	Sum
R							
D							
#							

D. The student works collaboratively with others.

1. Seeks assistance when nursing care requires team effort.
2. Assists others when needed and when own responsibilities are met.
3. Notifies instructor and assigned staff nurse immediately of significant changes in client requiring nursing attention.

	1	2	3	4	5	P	Sum
R							
D							
#							

QUARTER ONE, SECTION V:
Summative rating = average of final 3 wkly ratings (excl NR wks).
If NR is required "spin off", then average final 4 wks (excl NR).

COMMUNICATOR

The student establishes effective relationships with client, peers, instructor & health care team members.

A. The student demonstrates accurate/ongoing self-awareness.
1. Identifies own feelings/thoughts/behaviors.
2. Describes own/client's blocks/barriers to effective communication.
3. Willing to explore own verbal/non-verbal behavior.
4. Willing to explore personal biases that may affect relationships.
5. Willing to explore dynamics of interpersonal relationships.
6. Assesses own communication skills.

	1	2	3	4	5	P	Sum
R							
D							
#							

B. The student relates to client in a therapeutic manner.
1. Conveys therapeutic attitudes-respect, empathy, investment, caring.
2. Uses touch appropriately.
3. Describes significant verbal/non-verbal client behaviors.
4. Identifies what student would do differently if able to repeat interaction with client.

	1	2	3	4	5	P	Sum
R							
D							
#							

C. The student communicates effectively with the client.
1. Introduces self to client; terminates appropriately at end of shift.
2. Attempts to respond in a goal-directed rather than impulsive manner.
3. Identifies when interactions are moving in direction of socializing.
4. Asks open-ended questions and allows time for client to respond.

	1	2	3	4	5	P	Sum
R							
D							
#							

D. The student communicates effectively with peers.
1. Uses effective/appropriate communication skills.
2. Volunteers information, ideas, feelings to group discussions.
3. Attempts balanced participation, not dominating or withdrawing.
4. Waits till person speaking has finished before adding own comments.
5. Assumes the role of group co-leader (X1); supports participation.
6. Assumes the role of group co-observer (X1); shares feedback.

	1	2	3	4	5	P	Sum
R							
D							
#							

E. The student communicates effectively with instructor & members of the health care team.
1. Uses effective/appropriate communication skills.
2. Communicates with instructor each week to review progress.
3. Uses appropriate channels of communication within team.

	1	2	3	4	5	P	Sum
R							
D							
#							

STUDENT _____ WKLY INITIALS _____
INSTRUCTOR _____ QTR _____ YEAR _____
AGENCY _____ ABSENT_____ TARDY_____

HIGHLINE COMMUNITY COLLEGE
Associate Degree Nursing Program

Clinical Evaluation Tool
PROGRAM/CLINICAL OBJECTIVES AND EVALUATION CRITERIA

Evaluation of clinical objectives occurs weekly with summative (final) ratings at the end of the course. Ratings are based on achievement of evaluation criteria listed for each objective. Evaluation of written work is included in the rating for the week in which it was submitted. Source of data and unmet criteria are stipulated for below-satisfactory ratings. Instructors keep the official copy and make all entries in ink. Students must review/initial the tool each week. Procedures for calculating the summative ratings are described at the beginning of each section. Averages are calculated numerically to the tenth, rounding to the nearest whole number (up from .7). Rating categories are defined as follows:

4 = Outstanding	Clinical performance exceeds the objective; demonstrates superior abilities in most criteria.
3 = Satisfactory	Clinical performance satisfactorily meets all criteria
2 = Minimal	Clinical performance partially meets the objective; demonstrates deficiencies in one or the criteria.
1 = Unsatisfactory	Clinical performance does not meet the objective; demonstrates deficiencies in two or more criteria.
NR = Not Rated	Student was absent or on an observational experience.

Clinical contract procedures are fully described in the Student Handbook. Learning/Probationary contracts are provided to focus the student on specific deficits. When a contract is established, the student is given a document that outlines contract terms/process. Contract criteria include:

-deficits that impede progress and/or indicate possible course failure; or
-2 or more below-satisfactory summative ratings; or
-2 or more below-satisfactory ratings on the Nursing Process Paper; or
-student absence resulting in insufficient data to evaluate.

Faculty review to determine failure vs. probation is required when a student

-seriously violates safety/ethical/legal standard(s); or
-demonstrates serious deficits in knowledge/skills; or
-receives 5 or more below-satisfactory summative ratings.

QUARTER TWO, SECTION I:
The "outstanding" rating may not be used in this section.
Summative rating = average weekly rating (excluding NR weeks).

UPHOLDER OF PROFESSIONAL STANDARDS

The student adheres to fundamental standards of safety and professional behavior.

A. The student maintains a safe environment for the client.

1. Maintains medical asepsis with all clean procedures.
2. Maintains surgical asepsis with all sterile procedures.
3. Maintains environment free of mechanical/chemical/thermal injury.
4. Maintains environment free of injury from mobility activities.
5. Administers/documents correct medication to correct client using correct route/dose/technique/time.

Note: Med knowledge/planning/teaching is evaluated in Section III.

	1	2	3	4	5	P	Sum
R							
D							
#							

B. The student functions within the program-defined scope of practice & within own parameters of knowledge/abilities.

1. Limits nursing actions to those defined in current/previous quarters.
2. Assesses self and identifies own limitations accurately.
3. Completes post-test/lab evaluation of each required skill prior to performing the skill on a client in the clinical area.
4. Obtains instructor/contact RN observation for initial performance of all skills & for performance of skills rated "assisted" level or lower.
5. Recognizes/reports situations requiring greater knowledge/abilities.

	1	2	3	4	5	P	Sum
R							
D							
#							

C. The student adheres to ethical/legal nursing standards.

1. Complies with all HCC Nursing Program Student Policies, including:
   - -documents required insurances/PE/immunizations prior to clinical;
   - -maintains the required dress code for clinical experiences;
   - -contacts appropriate persons in the event of absence/tardiness;
   - -attends clinical free from the influence of drugs or alcohol;
   - -attends clinical well-rested and in sufficient good health to function clearly & safely with others.
2. Upholds ethical standards described in Student Handbook, including:
   - -turns in original & appropriately-referenced written work;
   - -retains accuracy in verbal & written communications;
   - -properly reports incidents/accidents that occur in clinical area.
3. Performs skills according to HCC-defined procedures & behaviors.
4. Utilizes correct agency procedures as stipulated in agency manuals.
5. Upholds the ANA Code for Nurses and WSBN Standards of Practice.

	1	2	3	4	5	P	Sum
R							
D							
#							

KEY: R = Rating achieved; **D** = Source of data; **#** = Criteria not achieved
1,2,... = wk of rotation; **P** = Process Paper; **Sum** = Summative rating

QUARTER TWO, SECTION II:
Summative rating = average weekly rating (excluding NR weeks).

MEMBER OF THE PROFESSION

The student assumes roles, responsibilities and attitudes that are essential to the nursing profession.

A. The student demonstrates professional appearance/demeanor.

1. Maintains neat, clean and correctly-attired physical appearance.
2. Maintains calm manner & self-composure during clinical experiences.
3. Articulates clearly, using proper grammar and pleasant voice.
4. Asserts self appropriately; not passive or aggressive with others.

	1	2	3	4	5	P	Sum
R							
D							
#							

B. The student demonstrates professional attitudes/behavior.

1. Accepts professional accountability for own actions/omissions.
2. Demonstrates respect/supportiveness toward others
3. Demonstrates receptiveness to questions/suggestions/feedback.
4. Maintains confidentiality.
5. Acknowledges situations in which conflict may exist.

	1	2	3	4	5	P	Sum
R							
D							
#							

C. The student assumes responsibility for own learning process.

1. Submits all written work completed, in correct format & on time.
2. Completes unit "Clin Implementation Obj" - N122, N132, N102/103.
3. Identifies own knowledge deficits and seeks appropriate resources.
4. Identifies own problem areas and creates short-term personal goals.
5. Works toward/revises goals set in previous quarter final conference.

	1	2	3	4	5	P	Sum
R							
D							
#							

D. The student assumes responsibility for own skill acquisition.

1. Seeks opportunities for skill acquisition/evaluation.
2. Requests and makes arrangements for instructor evaluation of skills.

	1	2	3	4	5	P	Sum
R							
D							
#							

E. The student completes required preparation for clinical.

1. Arrives in sufficient time to begin clinical shift unharried & on time.
2. Completes/revises appropriate medication cards prior to administering the medication & turns them in along with CCS.
3. In MedSurg-completes CCS Assessment/Lab/Meds for assigned clients by beginning of 2nd clinical shift; and description of client condition + Planning for 1 client by beginning of 3rd clinical shift. In OB-completes CCS Assessment/Lab/Meds and Planning for assigned client by beginning of 2nd clinical shift.

	1	2	3	4	5	P	Sum
R							
D							
#							

QUARTER TWO, SECTION III:

Summative rating = average of final 3 wkly ratings (excl NR wks).
If NR is required "spin off", then average final 4 wks (excl NR).

PROVIDER OF CARE

The student provides appropriate nursing care to the client utilizing the Nursing Process and standard nursing behaviors.

A. The student accurately ASSESSES the client.

1. Collects data from client/chart/Kardex/staff.
2. Accurately identifies 5-10 data items for each Basic Need Area.
3. Accurately identifies 4-6 client problems.
4. States problems in terms of etiology and signs/symptoms.

	1	2	3	4	5	P	Sum
R							
D							
#							

B. The student creates an appropriate PLAN of nursing care.

1. Establishes master problem list of identified problems.
2. Establishes measurable/realistic EO for 3 problems.
   (On Nsg Process Paper, writes up 5-7 problems of highest priority).
3. Identifies 3-4 appropriate nursing actions for identified problems.
4. Accurately states scientific rationale for nursing actions.

	1	2	3	4	5	P	Sum
R							
D							
#							

C. The student properly IMPLEMENTS the plan of nursing care.

1. Carries out/adapts plan of care according to clinical circumstances.
2. References actions with resources approved by HCC Nursing Program.

	1	2	3	4	5	P	Sum
R							
D							
#							

D. The student thoroughly EVALUATES outcomes of nursing care.

1. Identifies 2 evaluative statements for EO re: effectiveness of actions, including if EO was met or unmet.

	1	2	3	4	5	P	Sum
R							
D							
#							

SECTION III (continued)

E. <u>The student applies knowledge of pathophysiology, medications, and treatments in client care.</u>

1. Describes medical diagnoses of assigned clients.
2. Identifies significant lab data/diagnostic tests & notes if abnormal.
3. Assesses factors related to client's fluid/electrolyte balance.
4. Correctly states medication--name (generic & trade), minor class., specific indication for this client, dose, & major side effects.
5. Identifies rationale/management concerns for meds & treatments.

	1	2	3	4	5	P	Sum
R							
D							
#							

F. <u>The student incorporates nutrition concepts in client care</u>.

1. Completes nutrition modules by end of 5th week of quarter.
2. Assesses client home eating habits & potential need for special diet.
3. Assesses client food intake for appropriateness in terms of diet.

	1	2	3	4	5	P	Sum
R							
D							
#							

G. <u>The student incorporates development concepts in client care</u>

1. Identifies the client's developmental age.
2. Describes 2-3 typical developmental issues of client's chronological age.

	1	2	3	4	5	P	Sum
R							
D							
#							

H. <u>The student incorporates cultural factors.</u>

1. Identifies 2 features of client's socioeconomic/cultural background.
2. Identifies 2 client(family) beliefs/perceptions about health/illness that stem from client's socioeconomic/cultural background.
3. Identifies factors in home/family situation that may affect health status following discharge from hospital.

	1	2	3	4	5	P	Sum
R							
D							
#							

I. <u>The student functions effectively as a client educator.</u>

1. Identifies 2 client learning needs.
2. Incorporates teaching into interactions with client.
3. Identifies 1 appropriate community resource/referral.

	1	2	3	4	5	P	Sum
R							
D							
#							

QUARTER TWO, SECTION IV:
Summative rating = average of final 3 wkly ratings (excl NR wks).
If NR is required "spin off", then average final 4 wks (excl NR).

COORDINATOR OF CARE

The student effectively coordinates aspects of the environment, activities, individuals and resources related to the provision of care to the client.

A. The student creates/maintains a physically, emotionally and cognitively supportive environment.

1. Describes aspects of hospital environment student liked/disliked.
2. Identifies client role changes related to hospitalization/"sick role".
3. Encourages client to perform highest possible level of activities of daily living to promote/maintain independence.
4. Keeps room clean/neat with cues for reality orientation.
5. Conveys respect for client's "personal space" and privacy needs.

	1	2	3	4	5	P	Sum
R							
D							
#							

B. The student utilizes effective organizational skills.

1. Proceeds through clinical shift in an organized/systematic manner.
2. Establishes/follows hour-by-hour plan for implementation of care.
3. Completes implementation of care within clinical shift.
4. Demonstates cost-effectiveness in the use of supplies/equipment.

	1	2	3	4	5	P	Sum
R							
D							
#							

C. The student provides correct verbal reports/written records.

1. Charts correctly in agency format using legal charting standards.
2. Charts succinctly (HCC-approved abbreviations & phrasing structure).
3. Charts legibly using correct spelling and grammar.
4. Charting is timely - records client condition throughout shift.
5. Charts reflects 2nd quarter level of the Nursing Process.
6. Provides accurate verbal report to correct nurse before leaving shift.
7. Report is organized and focused on most important aspects of care.

	1	2	3	4	5	P	Sum
R							
D							
#							

D. The student works collaboratively with others.

1. Seeks assistance when nursing care requires team effort.
2. Assists others when needed and when own responsibilities are met (spends max. 30 min/shift on CCS, excluding Mon eve MedSurg shift).
3. Notifies instructor and assigned staff nurse immediately of significant changes in client requiring nursing attention.

	1	2	3	4	5	P	Sum
R							
D							
#							

QUARTER TWO, SECTION V:
Summative rating = average of final 3 wkly ratings (excl NR wks).
If NR is required "spin off", then average final 4 wks (excl NR).

COMMUNICATOR

The student establishes effective relationships with client, peers, instructor & health care team members.

A. The student demonstrates accurate/ongoing self-awareness.
1. Describes own feelings/thoughts/behaviors.
2. Describes/assesses own communication skills & blocks/barriers.
3. Identifies 1-2 possible reasons for own feelings/behavior/biases.
4. Willing to explore dynamics of interpersonal relationships.
5. Describes what student learned from meaningful clinical experience.

	1	2	3	4	5	P	Sum
R							
D							
#							

B. The student relates to client in a therapeutic manner.
1. Conveys therapeutic attitudes-respect, empathy, investment, caring.
2. Uses touch appropriately.
3. Describes significant verbal/non-verbal client behaviors.
4. Identifies 1-2 possible meanings of client's comments/behavior.
5. Describes what student would do differently if repeating interaction.

	1	2	3	4	5	P	Sum
R							
D							
#							

C. The student communicates effectively with the client.
1. Initiates/terminates interactions appropriately.
2. Attempts to initiate goal-directed interactions.
3. Redirects interactions that are moving in direction of socializing.
4. Asks open-ended questions and allows time for client to respond.

	1	2	3	4	5	P	Sum
R							
D							
#							

D. The student communicates effectively with peers.
1. Uses effective/appropriate communication skills.
2. Volunteers information, ideas, feelings to group discussions.
3. Attempts balanced participation, not dominating or withdrawing.
4. Waits till person speaking has finished before adding own comments.
5. Assumes the role of group leader (X1); supports participation.
6. Assumes the role of group observer (X1); shares feedback.

	1	2	3	4	5	P	Sum
R							
D							
#							

E. The student communicates effectively with instructor and members of the health care team.
1. Uses effective/appropriate communication skills.
2. Initiates interactions with instructor each week to review progress.
3. Uses appropriate channels of communication within team.

	1	2	3	4	5	P	Sum
R							
D							
#							

STUDENT _____ WKLY INITIALS _____
INSTRUCTOR _____ QTR _____ YEAR _____
AGENCY _____ ABSENT_____ TARDY_____

HIGHLINE COMMUNITY COLLEGE
Associate Degree Nursing Program

Clinical Evaluation Tool
PROGRAM/CLINICAL OBJECTIVES AND EVALUATION CRITERIA

Evaluation of clinical objectives occurs weekly with summative (final) ratings at the end of the course. Ratings are based on achievement of evaluation criteria listed for each objective. Evaluation of written work is included in the rating for the week in which it was submitted. Source of data and unmet criteria are stipulated for below-satisfactory ratings. Instructors keep the official copy and make all entries in ink. Students must review/initial the tool each week. Procedures for calculating the summative ratings are described at the beginning of each section. Averages are calculated numerically to the tenth, rounding to the nearest whole number (up from .7). Rating categories are defined as follows:

4 = Outstanding	Clinical performance exceeds the objective; demonstrates superior abilities in most criteria.
3 = Satisfactory	Clinical performance satisfactorily meets all criteria
2 = Minimal	Clinical performance partially meets the objective; demonstrates deficiencies in one of the criteria.
1 = Unsatisfactory	Clinical performance does not meet the objective; demonstrates deficiencies in two or more criteria.
NR = Not Rated	Student was absent or on an observational experience.

Clinical contract procedures are fully described in the Student Handbook. Learning/Probationary contracts are provided to focus the student on specific deficits. When a contract is established, the student is given a document that outlines contract terms/process. Contract criteria include:

-deficits that impede progress and/or indicate possible course failure; or
-2 or more below-satisfactory summative ratings; or
-2 or more below-satisfactory ratings on the Nursing Process Paper; or
-student absence resulting in insufficient data to evaluate.

Faculty review to determine failure vs. probation is required when a student

-seriously violates safety/ethical/legal standard(s); or
-demonstrates serious deficits in knowledge/skills; or
-receives 5 or more below-satisfactory summative ratings.

QUARTER THREE, SECTION I:
The "outstanding" rating may not be used in this section.
Summative rating = average weekly rating (excluding NR weeks).

UPHOLDER OF PROFESSIONAL STANDARDS

The student adheres to fundamental standards of safety and professional behavior.

A. The student maintains a safe environment for the client.

	1	2	3	4	5	P	Sum
R							
D							
#							

1. Maintains medical asepsis with all clean procedures.
2. Maintains surgical asepsis with all sterile procedures.
3. Maintains environment free of mechanical/chemical/thermal injury.
4. Maintains environment free of injury from mobility activities.
5. Administers/documents correct medication to correct client using correct route/dose/technique/time.

Note: Med knowledge/planning/teaching is evaluated in Section III.

B. The student functions within the program-defined scope of practice & within own parameters of knowledge/abilities.

	1	2	3	4	5	P	Sum
R							
D							
#							

1. Limits nursing actions to those defined in current/previous quarters.
2. Assesses self and identifies own limitations accurately.
3. Completes post-test/lab evaluation of each required skill prior to performing the skill on a client in the clinical area.
4. Obtains instructor/contact RN observation for initial performance of all skills & for performance of skills rated "assisted" level or lower.
5. Recognizes/reports situations requiring greater knowledge/abilities.

C. The student adheres to ethical/legal nursing standards.

	1	2	3	4	5	P	Sum
R							
D							
#							

1. Complies with all HCC Nursing Program Student Policies, including:
   -documents required insurances/PE/immunizations prior to clinical;
   -maintains the required dress code for clinical experiences;
   -contacts appropriate persons in the event of absence/tardiness;
   -attends clinical free from the influence of drugs or alcohol;
   -attends clinical well-rested and in sufficient good health to function clearly & safely with others.
2. Upholds ethical standards described in Student Handbook, including:
   -turns in original & appropriately-referenced written work;
   -retains accuracy in verbal & written communications;
   -properly reports incidents/accidents that occur in clinical area.
3. Performs skills according to HCC-defined procedures & behaviors.
4. Utilizes correct agency procedures as stipulated in agency manuals.
5. Upholds the ANA Code for Nurses and WSBN Standards of Practice.

KEY: R = Rating achieved; **D** = Source of data; **#** = Criteria not achieved
1,2,... = wk of rotation; **P** = Process Paper; **Sum** = Summative rating

QUARTER THREE, SECTION II:
Summative rating = average weekly rating (excluding NR weeks).

MEMBER OF THE PROFESSION

The student assumes roles, responsibilities and attitudes that are essential to the nursing profession.

A. The student demonstrates professional appearance/demeanor.

1. Maintains neat, clean and correctly-attired physical appearance.
2. Maintains calm manner & self-composure during clinical experiences.
3. Articulates clearly, using proper grammar and pleasant voice.
4. Asserts self appropriately; not passive or aggressive with others.

	1	2	3	4	5	P	Sum
R							
D							
#							

B. The student demonstrates professional attitudes/behavior.

1. Accepts professional accountability for own actions/omissions.
2. Demonstrates respect/supportiveness toward others
3. Demonstrates receptiveness to questions/suggestions/feedback.
4. Maintains confidentiality.
5. Initiates resolution to situation in which conflict exists.

	1	2	3	4	5	P	Sum
R							
D							
#							

C. The student assumes responsibility for own learning process.

1. Submits all written work completed, in correct format & on time.
2. Completes unit "Clin Implementation Obj" - N123, N133, N102/103.
3. Identifies own knowledge deficits and seeks appropriate resources.
4. Identifies own problem areas and creates short-term personal goals.
5. Works toward/revises goals set in previous quarter final conference.

	1	2	3	4	5	P	Sum
R							
D							
#							

D. The student assumes responsibility for own skill acquisition.

1. Seeks opportunities for skill acquisition/evaluation.
2. Requests and makes arrangements for instructor evaluation of skills.

	1	2	3	4	5	P	Sum
R							
D							
#							

E. The student completes required preparation for clinical.

1. Arrives in sufficient time to begin clinical shift unharried & on time.
2. Completes/revises appropriate medication cards prior to administering the medication.
3. In MedSurg-completes CCS Assessment/Lab/Meds for assigned clients by beginning of 2nd clinical shift; and description of client condition + Planning for 1 client by beginning of 3rd clinical shift. In OB-completes CCS Assessment/Lab/Meds and Planning for assigned client by beginning of 2nd clinical shift.

	1	2	3	4	5	P	Sum
R							
D							
#							

QUARTER THREE, SECTION III:
Summative rating = average of final 3 wkly ratings (excl NR wks).
If NR is required "spin off", then average final 4 wks (excl NR).

PROVIDER OF CARE

The student provides appropriate nursing care to the client utilizing the Nursing Process and standard nursing behaviors.

A. The student accurately ASSESSES the client.

1. Collects data from client/chart/Kardex/staff.
2. Accurately identifies 5-10 data items for each Basic Need Area.
3. Accurately identifies 4-6 client problems.
4. Correctly states client problems using NANDA nursing diagnoses.

	1	2	3	4	5	P	Sum
R							
D							
#							

B. The student creates an appropriate PLAN of nursing care.

1. Prioritizes master problem list of identified problems.
2. Establishes meas./realistic EO for 3 problems of highest priority (On Nsg Process Paper, writes up 5-7 problems of highest priority).
3. Identifies 3-4 appropriate nursing actions for identified problems.
4. Individualizes nursing actions for specific client needs/factors.
5. Accurately states scientific rationale for nursing actions.

	1	2	3	4	5	P	Sum
R							
D							
#							

C. The student properly IMPLEMENTS the plan of nursing care.

1. Carries out/adapts plan of care according to clinical circumstances.
2. References actions with resources approved by HCC Nursing Program.
3. Describes rationale for modifications in plan of care.

	1	2	3	4	5	P	Sum
R							
D							
#							

D. The student thoroughly EVALUATES outcomes of nursing care.

1. Identifies 2-3 evaluative statements for EO re: effectiveness of nursing actions, including if EO was met or unmet.
2. If EO not achieved, identifies alternative plan of care & modifies EO.

	1	2	3	4	5	P	Sum
R							
D							
#							

SECTION III (continued):

E. <u>The student applies knowledge of pathophysiology, medications, and treatments in client care.</u>

1. Describes medical diagnoses of assigned clients.
2. Identifies significant lab data/diagnostic tests & notes if abnormal.
3. Assesses factors related to client's fluid/electrolyte balance, including I&O, hydration, meds/treatments affecting F/E balance.
4. Assesses factors related to client's acid/base balance.
5. Correctly states medication--name (generic & trade), minor class., specific indication for this client, dose, & major side effects.
6. Identifies rationale/management concerns for meds & treatments.

	1	2	3	4	5	P	Sum
R							
D							
#							

F. <u>The student incorporates nutrition concepts in client care.</u>

1. Completes nutrition modules by end of 5th week of quarter.
2. Assesses client home eating habits & potential need for special diet.
3. Assesses client food intake for appropriateness in terms of diet.

	1	2	3	4	5	P	Sum
R							
D							
#							

G. <u>The student incorporates development concepts in client care</u>

1. Identifies 2-3 typical developmental issues of client's chron age.
2. Assesses client's verbal/non-verbal behavior & identifies client's actual developmental issues in contrast to issues of chron age.
3. Plans 1 nsg action responsive to client's developmental concerns.

	1	2	3	4	5	P	Sum
R							
D							
#							

H. <u>The student incorporates cultural factors in client care.</u>

1. Identifies 3 features of client's socioeconomic/cultural background.
2. Identifies 2 client(family) beliefs/perceptions about health/illness that stem from client's socioeconomic/cultural background.
3. Identifies factors in home/family situation that may affect health status following discharge from hospital.
4. Develops plan of care that is sensitive to client's cultural beliefs.

	1	2	3	4	5	P	Sum
R							
D							
#							

I. <u>The student functions effectively as a client educator.</u>

1. Identifies 2 client learning needs.
2. Incorporates teaching into interactions with client.
3. Identifies 1 appropriate community resource/referral.

	1	2	3	4	5	P	Sum
R							
D							
#							

QUARTER THREE, SECTION IV:
Summative rating = average of final 3 wkly ratings (excl NR wks).
If NR is required "spin off", then average final 4 wks (excl NR).

COORDINATOR OF CARE

The student effectively coordinates aspects of the environment, activities, individuals and resources related to the provision of care to the client.

A. The student creates/maintains a physically, emotionally and cognitively supportive environment.

1. Assists client with role changes re: hospitalization/"sick role".
2. Describes aspects of hospital environment student liked/disliked.
3. Encourages client to perform highest possible level of activities of daily living to promote/maintain independence.
4. Modifies environment to provide optimal physical comfort, cognitive orientation and sensory input.
5. Conveys respect for client's "personal space" and privacy needs.

	1	2	3	4	5	P	Sum
R							
D							
#							

B. The student utilizes effective organizational skills.

1. Proceeds through clinical shift in an organized/systematic manner.
2. Establishes/follows hour-by-hour plan for implementation of care.
3. Completes implementation of care within clinical shift.
4. Demonstates cost-effectiveness in the use of supplies/equipment.

	1	2	3	4	5	P	Sum
R							
D							
#							

C. The student provides correct verbal reports/written records.

1. Charts correctly in agency format using legal charting standards.
2. Charts succinctly (HCC-approved abbreviations & phrasing structure).
3. Charts legibly using correct spelling and grammar.
4. Charting is timely - records client condition throughout shift.
5. Charting reflects 3rd quarter level of the Nursing Process.
6. Provides accurate verbal report to correct nurse before leaving shift.
7. Report is organized and focuses on most important aspects of care.

	1	2	3	4	5	P	Sum
R							
D							
#							

D. The student works collaboratively with others.

1. Seeks assistance when nursing care requires team effort.
2. Assists others when needed and when own responsibilities are met (spends max. 30 min/shift on CCS, excluding Mon eve MedSurg shift).
3. Notifies instructor and assigned staff nurse immediately of significant changes in client requiring nursing attention.

	1	2	3	4	5	P	Sum
R							
D							
#							

QUARTER THREE, SECTION V:
Summative rating = average of final 3 wkly ratings (excl NR wks).
If NR is required "spin off", then average final 4 wks (excl NR).

COMMUNICATOR

The student establishes effective relationships with client, peers, instructor & health care team members.

A. The student demonstrates accurate/ongoing self-awareness.

1. Demonstrates congruency between verbal and non-verbal messages.
2. Describes own feelings/thoughts/behaviors & communication blocks.
3. Identifies 2-3 possible reasons for own feelings/behavior.
4. Explores dynamics of interpersonal relationships.
5. Describes/assesses own verbal/written communication style.

	1	2	3	4	5	P	Sum
R							
D							
#							

B. The student relates to the client in a therapeutic manner.

1. Conveys therapeutic attitudes-respect, empathy, investment, caring.
2. Uses touch appropriately.
3. Describes significant verbal/non-verbal client behaviors.
4. Identifies 2-3 possible meanings for client behaviors.
5. Plans/implements 2-3 appropriate psychosocial nursing interventions (beyond communication skills) used with client.
6. Evaluates-identifies alternatives that may have been more effective.

	1	2	3	4	5	P	Sum
R							
D							
#							

C. The student communicates effectively with the client.

1. Initiates/terminates interactions appropriately.
2. Conducts interactions appropriately using goal-directed approach.
3. Asks open-ended questions and allows time for client to respond.
4. Demonstrates "active listening" communication skills/techniques.
5. Accurately paraphrases both content and feeling of verbal messages.

	1	2	3	4	5	P	Sum
R							
D							
#							

D. The student communicates effectively with peers.

1. Uses effective/appropriate communication skills.
2. Volunteers information, ideas, feelings to group discussions.
3. Balances own participation, not dominating or withdrawing.
4. Uses support & constructive feedback when interacting with others.
5. Identifies aspects of group dynamics as relate to clinical groups.
6. Assumes the role of group leader (X1); elicits participation.
7. Assumes role of grp observer (X1); shares feedback (+/-) effectively.

	1	2	3	4	5	P	Sum
R							
D							
#							

E. The student communicates effectively with instructor and members of the health care team.

1. Uses effective/appropriate communication skills.
2. Initiates interactions with instructor each week to review progress.
3. Uses appropriate channels of communication within team.,

	1	2	3	4	5	P	Sum
R							
D							
#							

STUDENT _____ WKLY INITIALS _____
INSTRUCTOR _____ QTR _____ YEAR _____
AGENCY _____ ABSENT_____ TARDY_____

HIGHLINE COMMUNITY COLLEGE
Associate Degree Nursing Program

Clinical Evaluation Tool
PROGRAM/CLINICAL OBJECTIVES AND EVALUATION CRITERIA

Evaluation of clinical objectives occurs weekly with summative (final) ratings at the end of the course. Ratings are based on achievement of evaluation criteria listed for each objective. Evaluation of written work is included in the rating for the week in which it was submitted. Source of data and unmet criteria are stipulated for below-satisfactory ratings. Instructors keep the official copy and make all entries in ink. Students must review/initial the tool each week. Procedures for calculating the summative ratings are described at the beginning of each section. Averages are calculated numerically to the tenth, rounding to the nearest whole number (up from .7). Rating categories are defined as follows:

4 = Outstanding	Clinical performance exceeds the objective; demonstrates superior abilities in most criteria.
3 = Satisfactory	Clinical performance satisfactorily meets all criteria
2 = Minimal	Clinical performance partially meets the objective; demonstrates deficiencies in one of the criteria.
1 = Unsatisfactory	Clinical performance does not meet the objective; demonstrates deficiencies in two or more criteria.
NR = Not Rated	Student was absent or on an observational experience.

Clinical contract procedures are fully described in the Student Handbook. Learning/Probationary contracts are provided to focus the student on specific deficits. When a contract is established, the student is given a document that outlines contract terms/process. Contract criteria include:

-deficits that impede progress and/or indicate possible course failure; or
-2 or more below-satisfactory summative ratings; or
-2 or more below-satisfactory ratings on the Nursing Process Paper; or
-student absence resulting in insufficient data to evaluate.

Faculty review to determine failure vs. probation is required when a student

-seriously violates safety/ethical/legal standard(s); or
-demonstrates serious deficits in knowledge/skills; or
-receives 5 or more below-satisfactory summative ratings.

QUARTER FOUR, SECTION I:
The "outstanding" rating may not be used in this section.
Summative rating = average weekly rating (excluding NR weeks).

UPHOLDER OF PROFESSIONAL STANDARDS

The student adheres to fundamental standards of safety and professional behavior.

A. The student maintains a safe environment for the client.

1. Maintains medical asepsis with all clean procedures.
2. Maintains surgical asepsis with all sterile procedures.
3. Maintains environment free of mechanical/chemical/thermal injury.
4. Maintains environment free of injury from mobility activities.
5. Administers/documents correct medication to correct client using correct route/dose/technique/time.

Note: Med knowledge/planning/teaching is evaluated in Section III.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

B. The student functions within the program-defined scope of practice & within own parameters of knowledge/abilities.

1. Limits nursing actions to those defined in current/previous quarters.
2. Assesses self and identifies own limitations accurately.
3. Completes post-test/lab evaluation of each required skill prior to performing the skill on a client in the clinical area.
4. Obtains instructor/contact RN observation for initial performance of all skills & for performance of skills rated "assisted" level or lower.
5. Recognizes/reports situations requiring greater knowledge/abilities.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

C. The student adheres to ethical/legal nursing standards.

1. Complies with all HCC Nursing Program Student Policies, including:
   -documents required insurances/PE/immunizations prior to clinical;
   -maintains the required dress code for clinical experiences;
   -contacts appropriate persons in the event of absence/tardiness;
   -attends clinical free from the influence of drugs or alcohol;
   -attends clinical well-rested and in sufficient good health to function clearly & safely with others.
2. Upholds ethical standards described Student Handbook, including:
   -turns in original & appropriately-referenced written work;
   -retains accuracy in verbal & written communications;
   -properly reports incidents/accidents that occur in clinical area.
3. Performs skills according to HCC-defined procedures and behaviors.
4. Utilizes correct agency procedures as stipulated in agency manuals.
5. Upholds ANA Code for Nurses & WSBN Standards of Practice (distributed in N121 or N191).

	1	2	3	4	5	6	P	Sum
R								
D								
#								

KEY: R = Rating achieved; **D** = Source of data; **#** = Criteria not achieved
1,2,... = wk of rotation; **P** = Process Paper; **Sum** = Summative rating

QUARTER FOUR, SECTION II.
Summative rating = average weekly rating (excluding NR weeks).

MEMBER OF THE PROFESSION

The student assumes roles, responsibilities and attitudes that are essential to the nursing profession.

A. The student demonstrates professional appearance/demeanor.

1. Maintains neat, clean and correctly-attired physical appearance.
2. Maintains calm manner & self-composure during clinical experiences.
3. Articulates clearly, using proper grammar and pleasant voice.
4. Asserts self appropriately; not passive or aggressive with others.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

B. The student demonstrates professional attitudes/behavior.

1. Accepts professional accountability for own actions/omissions.
2. Demonstrates respect and supportiveness toward others
3. Demonstrates receptiveness to questions/suggestions/feedback.
4. Maintains confidentiality.
5. Initiates resolution to situations in which conflict exists.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

C. The student assumes responsibility for own learning process.

1. Submits all written work completed, in correct format & on time.
2. Completes unit "Clinical Implementation Obj" - N221, N231, N201.
3. Identifies own knowledge deficits and seeks appropriate resources.
4. Identifies own problem areas and creates short-term personal goals.
5. Works toward/revises goals set in previous quarter final conference.
6. Seeks new/appropriate learning experiences without prompting.
7. Self-assigns 1-2 clients with 2-system complex condition (focusing on R/C BNA) requiring care level appropriate to student.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

D. The student assumes responsibility for own skill acquisition.

1. Seeks opportunities for skill acquisition/evaluation.
2. Requests and makes arrangements for instructor evaluation of skills.
3. Seeks variety in client age/diagnosis and required nursing skills.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

E. The student completes required preparation for clinical.

1. Arrives in sufficient time to begin clinical shift unharried & on time.
2. Writes up description of clients' pathophysiology prior to clinical.
3. Completes/revises appropriate med cards before clinical shift (or prior to administering med if newly-prescribed med or new client).
4. Completes CCS Assessment/Lab/Meds & Planning for each assigned client prior to clinical shift; revises CCS after report.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

QUARTER FOUR, SECTION III:
Summative rating = average of final 3 wkly ratings (excl NR wks).
If NR is required "spin off", then average final 4 wks (excl NR).

PROVIDER OF CARE

The student provides appropriate nursing care to the client utilizing the Nursing Process and standard nursing behaviors.

A. The student accurately ASSESSES the client.

1. Summarizes client chief complaint, S/S, & history of problem.
2. Accurately identifies 7-10 data items/BNA from variety of sources.
3. Accurately identifies 7-8 real/potential problems, including those of greatest clinical significance.
4. Correctly states client problems using NANDA nursing diagnoses.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

B. The student creates an appropriate PLAN of nursing care.

1. Establishes an accurately-prioritized problem list.
2. Establishes meas./realistic EO for 3 problems of highest priority (On Nsg Process Paper, writes up 5-7 problems of highest priority).
3. Identifies 5-7 appropriate nursing actions (at least 3 of which are independent nsg actions) for the problems of highest priority.
4. Individualizes nursing actions for specific client needs/factors.
5. Accurately paraphrases scientific rationale for nursing actions.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

C. The student properly IMPLEMENTS the plan of nursing care.

1. Carries out/adapts plan of care according to clinical circumstances.
2. References actions with resources approved by HCC Nursing Program.
3. Describes rationale for modifications in plan of care.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

D. The student thoroughly EVALUATES outcomes of nursing care.

1. Identifies 3-4 evaluative statements re: effectiveness of actions, including if EO was met or unmet.
2. Includes reassessment data that supports evaluation.
2. If EO not achieved, identifies alternative plan of care & modified EO.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

SECTION III (continued):

E. <u>The student applies knowledge of pathophysiology, medications, and treatments in client care.</u>

1. Describes medical diagnoses of assigned clients, identifying significant features of anatomy/physiology & pathophysiology.
2. Identifies abnormal lab data/diagnostic tests & describes its clinical significance in terms of client's condition.
3. Assesses factors related to client's fluid/electrolyte balance, including I&O, hydration, meds/treatments affecting F/E balance.
4. Assesses factors related to client's acid/base balance.
5. Correctly states medication--name (generic & trade), minor class., specific indication for this client, dose, & major side effects.
6. Identifies rationale/management concerns for meds & treatments.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

F. <u>The student incorporates nutrition concepts in client care</u>.

1. Completes nutrition modules by end of 5th week of quarter.
2. Assesses client home eating habits & potential need for special diet.
3. Assesses client food intake for appropriateness in terms of diet.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

G. <u>The student incorporates development concepts in client care</u>

1. Identifies 2-3 typical developmental issues of client's chron age.
2. Assesses client's verbal/non-verbal behavior & identifies client's actual developmental issues in contrast to issues of chron age.
3. Plans - nsg actions responsive to client's developmental concerns.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

H. <u>The student incorporates cultural factors in client care.</u>

1. Identifies 3 features of client's socioeconomic/cultural background.
2. Identifies 2 client(family) beliefs/perceptions about health/illness that stem from client's socioeconomic/cultural background.
3. Identifies factors in home/family situation that may affect health status following discharge from hospital.
4. Develops plan of care that is sensitive to client's cultural beliefs.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

I. <u>The student functions effectively as a client educator.</u>

1. Assesses client knowledge of health status & disease during clinical.
2. Accurately identifies 2 client learning needs.
3. Reviews/revises client learning needs during clinical shift.
4. Incorporates teaching (including meds/treatments) into client care.
5. Identifies available/appropriate community resources for referral.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

QUARTER FOUR, SECTION IV.
Summative rating = average of final 3 wkly ratings (excl NR wks).
If NR is required "spin off", then average final 4 wks (excl NR).

COORDINATOR OF CARE

The student effectively coordinates aspects of the environment, activities, individuals and resources related to the provision of care to the client.

A. The student creates/maintains a physically, emotionally, and cognitively supportive environment.

1. Assists client with role changes related to hospitalization.
2. Encourages client to perform highest possible level of activities of daily living to promote/maintain independence.
3. Modifies environment to provide optimal physical comfort, cognitive orientation and sensory input.
4. Conveys respect for client's "personal space" and privacy needs.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

B. The student utilizes effective organizational skills.

1. Establishes organization of care plan prior to implementation
2. Proceeds through clinical shift in an organized/systematic manner.
3. Completes implementation of care within clinical shift.
4. Demonstrates cost-effectiveness in the use of supplies/equipment.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

C. The student provides correct verbal reports/written records.

1. Charts correctly in agency format using legal charting standards.
2. Charts succinctly (HCC-approved abbreviations & phrasing structure).
3. Charts legibly using correct spelling and grammar.
4. Charting is timely - records client condition throughout shift.
5. Charting reflects 4th quarter level of the Nursing Process.
6. Provides accurate verbal report to correct nurse before leaving shift.
7. Report is organized and focuses on most important aspects of care.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

D. The student works collaboratively with others.

1. Seeks assistance when nursing care requires team effort.
2. Seeks out others to assist when own responsibilities have been met (spends maximum of 30 min. of scheduled clinical shift on CCS).
3. Notifies instructor and assigned staff nurse immediately of significant changes in client requiring nursing attention.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

QUARTER FOUR, SECTION V.
Summative rating = average of final 3 wkly ratings (excl NR wks).
If NR is required "spin off", then average final 4 wks (excl NR).

COMMUNICATOR

The student establishes effective relationships with client, peers, instructor & health care team members.

A. The student demonstrates accurate/ongoing self-awareness.

1. Demonstrates congruency between verbal and non-verbal messages.
2. Analyzes own feelings/thoughts/behaviors/biases & comm. blocks.
3. Describes/assesses own communication style.
4. Explores dynamics of interpersonal relationships.
5. Describe impact of significant exper. on clinical practice/philosophy

	1	2	3	4	5	6	P	Sum
R								
D								
#								

B. The student relates to the client in a therapeutic manner.

1. Conveys therapeutic attitudes-respect, empathy, investment, caring.
2. Uses touch appropriately.
3. Modifies beliefs/perspectives to avoid making value judgements.
4. Analyzes significant client behaviors & their possible meanings.
5. Plans/implements 2-3 appropriate psychosocial nursing interventions (beyond communication skills) used with client.
6. Evaluates-identifies alternatives that may have been more effective.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

C. The student communicates effectively with the client.

1. Initiates/terminates interactions appropriately.
2. Conducts interactions appropriately using goal-directed approach.
3. Asks open-ended questions and allows time for client to respond.
4. Demonstrates "active listening" communication skills/techniques.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

D. The student communicates effectively with peers.

1. Uses effective/appropriate communication skills.
2. Volunteers information, ideas, feelings to group discussions.
3. Balances own participation, not dominating or withdrawing.
4. Uses support & constructive feedback when interacting with others.
5. Identifies aspects of group dynamics as relate to clinical groups.
6. Assumes role of group leader (X1); elicits participation.
7. Assumes role of grp observer (X1); shares feedback (+/-) effectively.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

E. The student communicates effectively with instructor and members of the health care team.

1. Uses effective/appropriate communication skills.
2. Initiates interactions with instructor each week to review progress.
3. Reviews pre-written care plan w/instr. before implementataion.
4. Uses appropriate channels of communication within team.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

STUDENT _____ WKLY INITIALS _____
INSTRUCTOR _____ QTR _____ YEAR _____
AGENCY _____ ABSENT_____ TARDY_____

HIGHLINE COMMUNITY COLLEGE
Associate Degree Nursing Program

Clinical Evaluation Tool
PROGRAM/CLINICAL OBJECTIVES AND EVALUATION CRITERIA

Evaluation of clinical objectives occurs weekly with summative (final) ratings at the end of the course. Ratings are based on achievement of evaluation criteria listed for each objective. Evaluation of written work is included in the rating for the week in which it was submitted. Source of data and unmet criteria are stipulated for below-satisfactory ratings. Instructors keep the official copy and make all entries in ink. Students must review/initial the tool each week. Procedures for calculating the summative ratings are described at the beginning of each section. Averages are calculated numerically to the tenth, rounding to the nearest whole number (up from .7). Rating categories are defined as follows:

4 = Outstanding	Clinical performance exceeds the objective; demonstrates superior abilities in most criteria.
3 = Satisfactory	Clinical performance satisfactorily meets all criteria
2 = Minimal	Clinical performance partially meets the objective; demonstrates deficiencies in one of the criteria.
1 = Unsatisfactory	Clinical performance does not meet the objective; demonstrates deficiencies in two or more criteria.
NR = Not Rated	Student was absent or on an observational experience.

Clinical contract procedures are fully described in the Student Handbook. Learning/Probationary contracts are provided to focus the student on specific deficits. When a contract is established, the student is given a document that outlines contract terms/process. Contract criteria include:

-deficits that impede progress and/or indicate possible course failure; or
-2 or more below-satisfactory summative ratings; or
-2 or more below-satisfactory ratings on the Nursing Process Paper; or
-student absence resulting in insufficient data to evaluate.

Faculty review to determine failure vs. probation is required when a student

-seriously violates safety/ethical/legal standard(s); or
-demonstrates serious deficits in knowledge/skills; or
-receives 5 or more below-satisfactory summative ratings.

QUARTER FIVE-WINTERIM, SECTION I:
The "outstanding" rating may not be used in this section.
Summative rating = average weekly rating (excluding NR weeks).

UPHOLDER OF PROFESSIONAL STANDARDS

The student adheres to fundamental standards of safety and professional behavior.

A. The student maintains a safe environment for the client.

1. Maintains medical asepsis with all clean procedures.
2. Maintains surgical asepsis with all sterile procedures.
3. Maintains environment free of mechanical/chemical/thermal injury.
4. Maintains environment free of injury from mobility activities.
5. Administers/documents correct medication to correct client using correct route/dose/technique/time.

Note: Med knowledge/planning/teaching is evaluated in Section III.

	1	2	3	P	Sum
R					
D					
#					

B. The student functions within the program-defined scope of practice & within own parameters of knowledge/abilities.

1. Limits nursing actions to those defined in current/previous quarters.
2. Assesses self and identifies own limitations accurately.
3. Completes post-test/lab evaluation of each required skill prior to performing the skill on a client in the clinical area.
4. Obtains instructor/contact RN observation for initial performance of all skills & for performance of skills rated "assisted" level or lower.
5. Recognizes/reports situations requiring greater knowledge/abilities.

	1	2	3	P	Sum
R					
D					
#					

C. The student adheres to ethical/legal nursing standards.

1. Complies with all HCC Nursing Program Student Policies, including
   -documents required insurances/PE/immunizations prior to clinical;
   -maintains the required dress code for clinical experiences;
   -contacts appropriate persons in the event of absence/tardiness;
   -attends clinical free from the influence of drugs or alcohol;
   -attends clinical well-rested and in sufficient good health to function clearly & safely with others.
2. Upholds ethical standards described Student Handbook, including:
   -turns in original & appropriately-referenced written work;
   -retains accuracy in verbal & written communications;
   -properly reports incidents/accidents that occur in clinical area.
3. Performs skills according to HCC-defined procedures and behaviors.
4. Utilizes correct agency procedures as stipulated in agency manuals.
5. Upholds the ANA Code for Nurses and WSBN Standards of Practice.

	1	2	3	P	Sum
R					
D					
#					

KEY: **R** = Rating achieved; **D** = Source of data; **#** = Criteria not achieved
1,2,... = wk of rotation; **P** = Process Paper; **Sum** = Summative rating

QUARTER FIVE-WINTERIM, SECTION II.
Summative rating = average weekly rating (excluding NR weeks).

MEMBER OF THE PROFESSION

The student assumes roles, responsibilities and attitudes that are essential to the nursing profession.

A. The student demonstrates professional appearance/demeanor.

1. Maintains neat, clean and correctly-attired physical appearance.
2. Maintains calm manner & self-composure during clinical experiences.
3. Articulates clearly, using proper grammar and pleasant voice.
4. Asserts self appropriately; not passive or aggressive with others.

	1	2	3	P	Sum
R					
D					
#					

B. The student demonstrates professional attitudes/behavior.

1. Accepts professional accountability for own actions/omissions.
2. Demonstrates respect and supportiveness toward others
3. Demonstrates receptiveness to questions/suggestions/feedback.
4. Maintains confidentiality.
5. Initiates resolution for situations in which conflict exists.

	1	2	3	P	Sum
R					
D					
#					

C. The student assumes responsibility for own learning process.

1. Submits all written work completed, in correct format & on time.
2. Completes unit "Clinical Implementation Objectives" - N202.
3. Identifies own knowledge deficits and seeks appropriate resources.
4. Identifies own problem areas and creates short-term personal goals.
5. Works toward/revises goals set in previous quarter final conference.
6. Seeks new/appropriate learning experiences without prompting.
7. Self-assigns 1-2 clients with 2-system complex condition (focusing on F/F & E BNAs) requiring care level approp. to student.

	1	2	3	P	Sum
R					
D					
#					

D. The student assumes responsibility for own skill acquisition.

1. Seeks opportunities for skill acquisition/evaluation.
2. Requests and makes arrangement for instructor evaluation of skills.
3. Seeks variety in client age/diagnosis and required nursing skills.

	1	2	3	P	Sum
R					
D					
#					

E. The student completes required preparation for clinical.

1. Arrives in sufficient time to begin clinical shift unharried & on time.
2. Completes description of clients' pathophysiology, including contrast to the "textbook picture", prior to clinical experiences.
3. Completes/revises appropriate med cards before clinical shift (or prior to administering meds if newly-prescribed med or new client).
4. Completes CCS Assessment/Lab/Meds & Planning for each assigned client prior to clinical shift; revises CCS after report.

	1	2	3	P	Sum
R					
D					
#					

QUARTER FIVE - WINTERIM, SECTION III:
Summative rating = average of final 2 wkly ratings (excl NR wks).
If NR is required "spin off", then average all weeks (excl NR wk).

PROVIDER OF CARE

The student provides appropriate nursing care to the client utilizing the Nursing Process and standard nursing behaviors.

A. The student accurately ASSESSES the client.

1. Summarizes client chief complaint, S/S, & history of problem.
2. Accurately identifies 7-10 data items/BNA from variety of sources.
3. Accurately identifies 7-8 real/potential problems, including those of greatest clinical significance.
4. Correctly states client problems using NANDA nursing diagnoses.

	1	2	3	P	Sum
R					
D					
#					

B. The student creates an appropriate PLAN of nursing care.

1. Establishes an accurately-prioritized problem list.
2. Establishes meas./realistic EO for 3 problems of highest priority. (On Nsg Process Paper, writes up 5-7 problems of highest priority).
3. Identifies 5-7 appropriate nursing actions (at least 3 of which are independent actions) for the problems of highest priority.
4. Individualizes nursing actions for specific client needs/factors.
5. Accurately paraphrases scientific rationale for nursing actions.

	1	2	3	P	Sum
R					
D					
#					

C. The student properly IMPLEMENTS the plan of nursing care.

1. Carries out plan, including established hospital care plan.
2. Adapts plan of care according to specific clinical circumstances.
3. References actions with resources approved by HCC Nursing Program.
4. Describes rationale for modifications in plan of care.

	1	2	3	P	Sum
R					
D					
#					

D. The student thoroughly EVALUATES outcomes of nursing care.

1. Identifies 3-4 evaluative statements re: effectiveness of actions, including if EO was met or unmet.
2. Includes reassessment data that supports evaluation.
3. If EO not achieved, identifies alternative plan of care & modified EO.

	1	2	3	P	Sum
R					
D					
#					

SECTION III (continued):

E. <u>The student applies knowledge of pathophysiology, medications, and treatments in client care.</u>

1. Describes medical diagnoses of assigned clients, identifying significant features of anatomy/physiology & pathophysiology.
2. Contrasts "textbook description" of pathophysiology with actual clinical picture of client.
3. Identifies abnormal lab data/diagnostic tests & describes its clinical significance in terms of client's condition.
4. Assesses factors related to client's fluid/electrolyte balance, including I&O, hydration, meds/treatments affecting F/E balance.
5. Assesses factors related to client's acid/base balance.
6. Correctly states medication--name (generic & trade), minor class., specific indications for this client, dose, & major side effects.
7. Identifies rationale/management concerns for meds & treatments.

	1	2	3	P	Sum
R					
D					
#					

F. <u>The student incorporates nutrition concepts in client care</u>.

1. Completes nutrition modules by end of 5th week of quarter.
2. Assesses client home eating habits & potential need for special diet.
3. Assesses client food intake for appropriateness in terms of diet.

	1	2	3	P	Sum
R					
D					
#					

G. <u>The student incorporates development concepts in client care</u>

1. Describes 2-3 typical developmental issues of client's chron age.
2. Assesses client's verbal/non-verbal behavior & identifies client's actual developmental issues in contrast to issues of chron age.
3. Plans nsg actions responsive to client's developmental concerns.

	1	2	3	P	Sum
R					
D					
#					

H. <u>The student incorporates cultural factors in client care.</u>

1. Identifies 3 features of client's socioeconomic/cultural background.
2. Identifies 2 client(family) beliefs/perceptions about health/illness that stem from client's socioeconomic/cultural background.
3. Identifies factors in home/family situation that may affect health status following discharge from hospital.
4. Develops plan of care that is sensitive to client's cultural beliefs.

	1	2	3	P	Sum
R					
D					
#					

I. <u>The student functions effectively as a client educator.</u>

1. Assesses client knowledge of health status & disease during clinical.
2. Accurately identifies 2 client learning needs.
3. Reviews/revises client learning needs during clinical shift.
4. Incorporates teaching (including meds/treatments) into client care.
5. Identifies available/appropriate community resources for referral.

	1	2	3	P	Sum
R					
D					
#					

QUARTER FIVE - WINTERIM, SECTION IV.
Summative rating = average of final 2 wkly ratings (excl NR wks).
If NR is required "spin off", then average all weeks (excl NR wk).

COORDINATOR OF CARE

The student effectively coordinates aspects of the environment, activities, individuals and resources related to the provision of care to the client.

A. The student creates/maintains a physically, emotionally, and cognitively supportive environment.

1. Assists client with role changes re: hospitalization/"sick role".
2. Encourages client to perform highest possible level of activities of daily living to promote/maintain independence.
3. Modifies environment to provide optimal physical comfort, cognitive orientation and sensory input.
4. Conveys respect for client's "personal space" and privacy needs.

	1	2	3	P	Sum
R					
D					
#					

B. The sutdent utilizes effective organizational skills.

1. Establishes organization of care plan prior to implementation.
2. Proceeds through clinical shift in an organized/systematic manner.
3. Completes implementation of care within clinical shift.
4. Demonstrates cost-effectiveness in the use of supplies/equipment.

	1	2	3	P	Sum
R					
D					
#					

C. The student provides correct verbal reports/written records.

1. Charts correctly in agency format using legal charting standards.
2. Charts succinctly (HCC-approved abbreviations & phrasing structure).
3. Charts legibly using correct spelling and grammar.
4. Charting is timely - records client condition throughout shift.
5. Charting reflects 5th quarter level of the Nursing Process.
6. Provides accurate verbal report to correct nurse before leaving shift.
7. Report is organized and focuses on most important aspects of care.

	1	2	3	P	Sum
R					
D					
#					

D. The student works collaboratively with others.

1. Seeks assistance when nursing care requires team effort.
2. Seeks out others to assist when own responsibilities have been met (spends maximum of 30 min. of scheduled clinical shift on CCS).
3. Notifies instructor and assigned staff nurse immediately of significant changes in client requiring nursing attention.
4. Initiates interactions with auxillary departments and physician as necessary for proper provision of care to client.

	1	2	3	P	Sum
R					
D					
#					

QUARTER FIVE - WINTERIM, SECTION V.

Summative rating = average of final 2 wkly ratings (excl NR wks).
If NR is required "spin off", then average all weeks (excl NR wk).

COMMUNICATOR

The student establishes effective relationships with client, peers, instructor & health care team members.

A. The student demonstrates accurate/ongoing self-awareness.

1. Demonstrates congruency between verbal and non-verbal messages.
2. Analyzes own feelings/thoughts/behaviors/biases & comm. blocks.
3. Describes/assesses own communication style.
4. Explores dynamics of interpersonal relationships.
5. Describe impact of significant exper. on clinical practice/philosophy

	1	2	3	P	Sum
R					
D					
#					

B. The student relates to the client in a therapeutic manner.

1. Conveys therapeutic attitudes-respect, empathy, investment, caring.
2. Uses touch appropriately.
3. Modifies beliefs/perspectives to avoid making value judgements.
4. Analyzes significant client behaviors & their possible meanings.
5. Plans/implements 2-3 appropriate psychosocial nursing interventions (beyond communication skills) used with client.
6. Evaluates-identifies alternatives that may have been more effective.

	1	2	3	P	Sum
R					
D					
#					

C. The student communicates effectively with the client.

1. Conducts interactions appropriately using goal-directed approach.
3. Asks open-ended questions and allows time for client to respond.
4. Demonstrates "active listening" communication skills/techniques.

	1	2	3	P	Sum
R					
D					
#					

D. The student communicates effectively with peers.

1. Uses effective/appropriate communication skills.
2. Volunteers information, ideas, feelings to group discussions.
3. Balances own participation, not dominating or withdrawing.
4. Uses support & constructive feedback when interacting with others.
5. Identifies aspects of group dynamics as relate to clinical groups.
6. Identifies ways to facilitate group movement in positive direction.
7. Functions effectively as group leader (X1); elicits participation.
8. Functions effectively as group observer (X1); shares feedback (+/-).

	1	2	3	P	Sum
R					
D					
#					

E. The student communicates effectively with instructor and members of the health care team.

1. Uses effective/appropriate communication skills.
2. Initiates interactions with instructor each week to review progress.
3. Reviews pre-written care plan w/instr. before implementataion.
4. Uses appropriate channels of communication within team.

	1	2	3	P	Sum
R					
D					
#					

STUDENT _____ WKLY INITIALS _____
INSTRUCTOR _____ QTR _____ YEAR _____
AGENCY _____ ABSENT_____ TARDY_____

HIGHLINE COMMUNITY COLLEGE
Associate Degree Nursing Program

Clinical Evaluation Tool
PROGRAM/CLINICAL OBJECTIVES AND EVALUATION CRITERIA

Evaluation of clinical objectives occurs weekly with summative (final) ratings at the end of the course. Ratings are based on achievement of evaluation criteria listed for each objective. Evaluation of written work is included in the rating for the week in which it was submitted. Source of data and unmet criteria are stipulated for below-satisfactory ratings. Instructors keep the official copy and make all entries in ink. Students must review/initial the tool each week. Procedures for calculating the summative ratings are described at the beginning of each section. Averages are calculated numerically to the tenth, rounding to the nearest whole number (up from .7). Rating categories are defined as follows:

4 = Outstanding	Clinical performance exceeds the objective; demonstrates superior abilities in most criteria.
3 = Satisfactory	Clinical performance satisfactorily meets all criteria
2 = Minimal	Clinical performance partially meets the objective; demonstrates deficiencies in one of the criteria.
1 = Unsatisfactory	Clinical performance does not meet the objective; demonstrates deficiencies in two or more criteria.
NR = Not Rated	Student was absent or on an observational experience.

Clinical contract procedures are fully described in the Student Handbook. Learning/Probationary contracts are provided to focus the student on specific deficits. When a contract is established, the student is given a document that outlines contract terms/process. Contract criteria include:

-deficits that impede progress and/or indicate possible course failure; or
-2 or more below-satisfactory summative ratings; or
-2 or more below-satisfactory ratings on the Nursing Process Paper; or
-student absence resulting in insufficient data to evaluate.

Faculty review to determine failure vs. probation is required when a student

-seriously violates safety/ethical/legal standard(s); or
-demonstrates serious deficits in knowledge/skills; or
-receives 5 or more below-satisfactory summative ratings.

QUARTER FIVE-PSYCHSOCIAL ROTATION, Section I:
The "outstanding" rating may not be used in this section.
Summative rating = average weekly rating (excluding NR weeks).

UPHOLDER OF PROFESSIONAL STANDARDS

The student adheres to fundamental standards of safety and professional behavior.

A. The student maintains a safe environment for the client.

1. Maintains medical asepsis with all clean procedures.
2. Maintains surgical asepsis with all sterile procedures.
3. Maintains environment free of mechanical/chemical/thermal injury.
4. Maintains environment free of injury from mobility activities.

Note: Med knowledge/planning/teaching is evaluated in Section III.

	1	2	3	4	5	P	Sum
R							
D							
#							

B. The student functions within the program-defined scope of practice & within own parameters of knowledge/abilities.

1. Limits nursing actions to those defined in current/previous quarters.
2. Assesses self and identifies own limitations accurately.
3. Recognizes/reports situations requiring greater knowledge/abilities.

	1	2	3	4	5	P	Sum
R							
D							
#							

C. The student adheres to ethical/legal nursing standards.

1. Complies with all HCC Nursing Program Student Policies, including:
   -documents required insurances/PE/immunizations prior to clinical;
   -maintains the required dress code for clinical experiences;
   -contacts appropriate persons in the event of absence/tardiness;
   -attends clinical free from the influence of drugs or alcohol;
   -attends clinical well-rested and in sufficient good health to function clearly & safely with others.
2. Upholds ethical standards described Student Handbook, including:
   -turns in original & appropriately-referenced written work;
   -retains accuracy in verbal & written communications;
   -properly reports incidents/accidents that occur in clinical area.
3. Performs skills according to HCC-defined procedures and behaviors.
4. Utilizes correct agency procedures as stipulated in agency manuals.
5. Upholds the ANA Code for Nurses and WSBN Standards of Practice.

	1	2	3	4	5	P	Sum
R							
D							
#							

KEY: R = Rating achieved; **D** = Source of data; **#** = Criteria not achieved
1,2,... = wk of rotation; **P** = Process Paper; **Sum** = Summative rating

QUARTER FIVE-PSYCHSOCIAL ROTATION, Section II.
Summative rating = average weekly rating (excluding NR weeks).

MEMBER OF THE PROFESSION

The student assumes roles, responsibilities and attitudes that are essential to the nursing profession.

A. The student demonstrates professional appearance/demeanor.

1. Maintains neat, clean and correctly-attired physical appearance.
2. Maintains calm manner & self-composure during clinical experiences.
3. Articulates clearly, using proper grammar and pleasant voice.
4. Asserts self appropriately; not passive or aggressive with others.

	1	2	3	4	5	P	Sum
R							
D							
#							

B. The student demonstrates professional attitudes/behavior.

1. Accepts professional accountability for own actions/omissions.
2. Demonstrates respect and supportiveness toward others
3. Demonstrates receptiveness to questions/suggestions/feedback.
4. Maintains confidentiality.
5. Effectively uses principles of conflict resolution.

	1	2	3	4	5	P	Sum
R							
D							
#							

C. The student assumes responsibility for own learning process.

1. Submits all written work completed, in correct format & on time.
2. Completes unit "Clinical Implementation Objectives" - N232.
3. Identifies own knowledge deficits and seeks appropriate resources.
4. Identifies own problem areas and creates short-term personal goals.
5. Works toward/revises goals set in previous quarter final conference.
6. Seeks new/appropriate learning experiences without prompting.

	1	2	3	4	5	P	Sum
R							
D							
#							

D. The student assumes responsibility for own skill acquisition.

1. Seeks variety in client age/diagnosis and required nursing skills.

	1	2	3	4	5	P	Sum
R							
D							
#							

E. The student completes required preparation for clinical.

1. Allows sufficient time to begin clinical shift unharried & on time.
2. Completes description of clients' psychopathology, including contrast to "textbook picture", prior to 2nd clinical shift each week.
3. Completes/revises appropriate med cards before clinical shift.

	1	2	3	4	5	P	Sum
R							
D							
#							

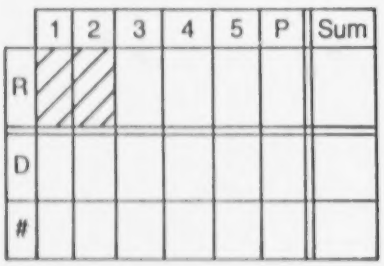
QUARTER FIVE-PSYCHOSOCIAL ROTATION, SECTION III:
Summative rating = average of final 3 wkly ratings (excl NR wks).
If NR is required "spin off", then average final 4 wks (excl NR).

PROVIDER OF CARE

The student provides appropriate nursing care to the client utilizing the Nursing Process and standard nursing behaviors.

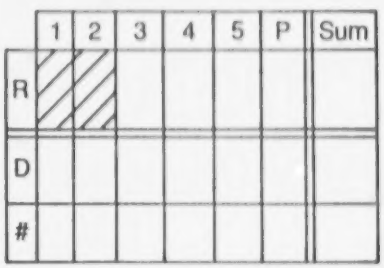
A. The student accurately ASSESSES the client.

1. Summarizes client chief complaint, S/S, & history of problem.
2. Accurately identifies 7-10 data items for Actualization/Affiliation BNA and 3-4 data items/remaining BNA from variety of sources.
3. Accurately identifies 7-8 real/potential problems, including those of greatest clinical significance.
4. Correctly states client problems using NANDA nursing diagnoses.



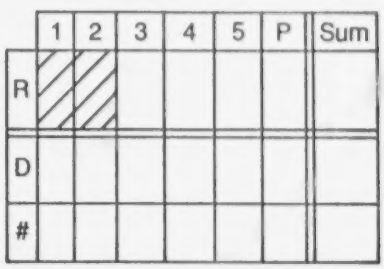
B. The student creates an appropriate PLAN of nursing care.

1. Establishes an accurately-prioritized problem list.
2. Establishes meas./realistic EO for 3 problems of highest priority. (On Nsg Process Paper, writes up 5-7 problems of highest priority).
3. Identifies 5-7 appropriate nursing actions (at least 4 of which are independent actions) for psychosocial problems of highest priority.
4. Individualizes nursing actions for specific client needs/factors.
5. Accurately paraphrases scientific rationale for nursing actions.



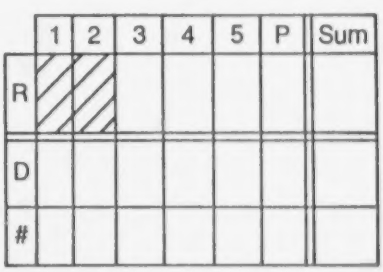
C. The student properly IMPLEMENTS the plan of nursing care.

1. Carries out plan, including established hospital care plan.
2. Adapts plan of care according to specific clinical circumstances.
3. References actions with resources approved by HCC Nursing Prograr
4. Describes rationale for modifications in plan of care.



D. The student thoroughly EVALUATES outcomes of nursing care.

1. Identifies 3-4 evaluative statements re: effectiveness of actions, including if EO was met or unmet.
2. Includes reassessment data that supports evaluation.
3. If EO not achieved, identifies alternative plan of care & modified EO.



SECTION III (continued):

E. <u>The student applies knowledge of pathophysiology, medications, and treatments in client care.</u>

1. Describes medical diagnoses of assigned clients, identifying significant features of pathophysiology & psychopathology.
2. Contrasts "textbook description" of psychopathology with actual clinical picture of client.
3. Identifies abnormal lab data/diagnostic tests & describes its clinical significance in terms of client's condition.
4. Assesses factors related to client's fluid/elec. & acid/base balance.
5. Correctly states medication--name (generic & trade), minor class., specific indication for this client, dose, & major side effects.
6. Identifies rationale/management concerns for meds & treatments.

	1	2	3	4	5	P	Sum
R							
D							
#							

F. <u>The student incorporates nutrition concepts in client care</u>.

1. Assesses client home eating habits & potential need for special diet.
2. Assesses client food intake for appropriateness in terms of diet.

	1	2	3	4	5	P	Sum
R							
D							
#							

G. <u>The student incorporates development concepts in client care</u>

1. Describes 2-3 typical developmental issues of client's chron age.
2. Assesses client's verbal/non-verbal behavior & describes client's actual developmental issues in contrast to issues of chron age.
3. Develops plan of care responsive to client's developmental concerns, including nursing actions specific to developmental issues.

	1	2	3	4	5	P	Sum
R							
D							
#							

H. <u>The student incorporates cultural factors in client care.</u>

1. Identifies 3 features of client's socioeconomic/cultural background.
2. Identifies 2 client(family) beliefs/perceptions about health/illness that stem from client's socioeconomic/cultural background.
3. Identifies factors in home/family situation that may affect health status following discharge from hospital.
4. Develops plan of care that is sensitive to client's cultural beliefs.

	1	2	3	4	5	P	Sum
R							
D							
#							

I. <u>The student functions effectively as a client educator.</u>

1. Assesses client knowledge of health status & psychosocial condition.
2. Accurately identifies 2 client learning needs during clinical shift.
3. Incorporates teaching (including meds/treatments) into client care.
4. Assists client in formulation of appropriate discharge plans, including available/appropriate community resources for referral.

	1	2	3	4	5	P	Sum
R							
D							
#							

QUARTER FIVE - PSYCHOSOCIAL ROTATION, SECTION IV.
Summative rating = average of final 3 wkly ratings (excl NR wks).
If NR is required "spin off", then average final 4 wks (excl NR).

COORDINATOR OF CARE

The student effectively coordinates aspects of the environment, activities, individuals and resources related to the provision of care to the client.

A. The student creates/maintains a physically, emotionally, and cognitively supportive environment.

1. Assists client with role changes re: hospitalization/"sick role".
2. Encourages client to perform highest possible level of activities of daily living to promote/maintain independence.
3. Modifies environment to provide optimal physical comfort, cognitive orientation and sensory input.
4. Conveys respect for client's "personal space" and privacy needs.
5. Identifies 2-3 specific changes that would improve clinical milieu.

	1	2	3	4	5	P	Sum
R							
D							
#							

B. The student utilizes effective organizational skills.

1. Establishes organization of care plan prior to implementation.
2. Proceeds through clinical shift in an organized/systematic manner.
3. Completes implementation of care within clinical shift.
4. Demonstrates cost-effectiveness in the use of supplies/equipment.

	1	2	3	4	5	P	Sum
R							
D							
#							

C. The student provides correct verbal reports/written records.

1. Charts correctly in agency format using legal charting standards.
2. Charts succinctly (HCC-approved abbreviations & phrasing structure).
3. Charts legibly using correct spelling and grammar.
4. Charting is timely - records client condition throughout shift.
5. Charting reflects 5th quarter level of the Nursing Process.
6. Provides accurate verbal report to correct nurse before leaving shift.
7. Report is organized and focuses on most important aspects of care.

	1	2	3	4	5	P	Sum
R							
D							
#							

D. The student works collaboratively with others.

1. Seeks assistance when nursing care requires team effort.
2. Seeks out others to assist when own responsibilities have been met (spends maximum of 30 min. of scheduled clinical shift on CCS).
3. Notifies instructor and assigned staff nurse immediately of significant changes in client requiring nursing attention.
4. Initiates interactions with auxillary departments and physician as necessary for proper provision of care to client.

	1	2	3	4	5	P	Sum
R							
D							
#							

QUARTER FIVE-PSYCHOSOCIAL ROTATION, SECTION V.
Summative rating = average of final 3 wkly ratings (excl NR wks).
If NR is required "spin off", then average final 4 wks (excl NR).

COMMUNICATOR

The student establishes effective relationships with client, peers, instructor & health care team members.

A. The student demonstrates accurate/ongoing self-awareness.
1. Demonstrates congruency between verbal and non-verbal messages.
2. Analyzes own feelings/thoughts/behaviors/biases & comm. blocks.
3. Describes/assesses own communication style.
4. Explores dynamics of interpersonal relationships.
5. Describe impact of significant exper. on clinical practice/philosophy

	1	2	3	4	5	P	Sum
R							
D							
#							

B. The student relates to the client in a therapeutic manner.
1. Conveys therapeutic attitudes-respect, empathy, investment, caring.
2. Uses touch appropriately.
3. Modifies beliefs/perspectives to avoid making value judgements.
4. Analyzes significant client behaviors & their possible meanings.

Note: Psychosocial interventions evaluated in Section III.

	1	2	3	4	5	P	Sum
R							
D							
#							

C. The student communicates effectively with the client.
1. Conducts interactions appropriately using goal-directed approach.
2. Asks open-ended questions and allows time for client to respond.
3. Demonstrates "active listening" communication skills/techniques.

	1	2	3	4	5	P	Sum
R							
D							
#							

D. The student communicates effectively with peers.
1. Uses effective/appropriate communication skills.
2. Volunteers information, ideas, feelings to group discussions.
3. Balances own participation, not dominating or withdrawing.
4. Uses support & constructive feedback when interacting with others.
5. Analyzes aspects of group dynamics as relate to clinical groups.
6. Initiates ways to facilitate group movement in positive direction.
7. Functions effectively as group leader (X1); elicits participation.
8. Functions effectively as group observer (X1); shares feedback (+/-).

	1	2	3	4	5	P	Sum
R							
D							
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E. The student communicates effectively with instructor and members of the health care team.
1. Uses effective/appropriate communication skills.
2. Initiates interactions with instructor each week to review progress.
3. Reviews pre-written care plan w/instr. before implementataion.
4. Uses appropriate channels of communication within team.
5. Analyzes interactions among health care team.
6. Identifies alternatives for more effective team relations.

	1	2	3	4	5	P	Sum
R							
D							
#							

STUDENT _____ WKLY INITIALS _____
INSTRUCTOR _____ QTR _____ YEAR _____
AGENCY _____ ABSENT_____ TARDY_____

HIGHLINE COMMUNITY COLLEGE
Associate Degree Nursing Program

Clinical Evaluation Tool
PROGRAM/CLINICAL OBJECTIVES AND EVALUATION CRITERIA

Evaluation of clinical objectives occurs weekly with summative (final) ratings at the end of the course. Ratings are based on achievement of evaluation criteria listed for each objective. Evaluation of written work is included in the rating for the week in which it was submitted. Source of data and unmet criteria are stipulated for below-satisfactory ratings. Instructors keep the official copy and make all entries in ink. Students must review/initial the tool each week. Procedures for calculating the summative ratings are described at the beginning of each section. Averages are calculated numerically to the tenth, rounding to the nearest whole number (up from .7). Rating categories are defined as follows:

4 = Outstanding	Clinical performance exceeds the objective; demonstrates superior abilities in most criteria.
3 = Satisfactory	Clinical performance satisfactorily meets all criteria
2 = Minimal	Clinical performance partially meets the objective; demonstrates deficiencies in one of the criteria.
1 = Unsatisfactory	Clinical performance does not meet the objective; demonstrates deficiencies in two or more criteria.
NR = Not Rated	Student was absent or on an observational experience.

Clinical contract procedures are fully described in the Student Handbook. Learning/Probationary contracts are provided to focus the student on specific deficits. When a contract is established, the student is given a document that outlines contract terms/process. Contract criteria include:

-deficits that impede progress and/or indicate possible course failure; or
-2 or more below-satisfactory summative ratings; or
-2 or more below-satisfactory ratings on the Nursing Process Paper; or
-student absence resulting in insufficient data to evaluate.

Faculty review to determine failure vs. probation is required when a student

-seriously violates safety/ethical/legal standard(s); or
-demonstrates serious deficits in knowledge/skills; or
-receives 5 or more below-satisfactory summative ratings.

QUARTER SIX, SECTION I:
The "outstanding" rating may not be used in this section.
Summative rating = average weekly rating (excluding NR weeks).

UPHOLDER OF PROFESSIONAL STANDARDS

The student adheres to fundamental standards of safety and professional behavior.

A. The student maintains a safe environment for the client.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

1. Maintains medical asepsis with all clean procedures.
2. Maintains surgical asepsis with all sterile procedures.
3. Maintains environment free of mechanical/chemical/thermal injury.
4. Maintains environment free of injury from mobility activities.
5. Administers/documents correct medication to correct client using correct route/dose/technique/time.

Note: Med knowledge/planning/teaching is evaluated in Section III.

B. The student functions within the program-defined scope of practice & within own parameters of knowledge/abilities.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

1. Limits nursing actions to those defined in current/previous quarters.
2. Assesses self and identifies own limitations accurately.
3. Completes post-test/lab evaluation of each required skill prior to performing the skill on a client in the clinical area.
4. Obtains instructor/contact RN observation for initial performance of all skills & for performance of skills rated "assisted" level or lower.
5. Recognizes/reports situations requiring greater knowledge/abilities.

C. The student adheres to ethical/legal nursing standards.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

1. Complies with all HCC Nursing Program Student Policies, including:
   -documents required insurances/PE/immunizations prior to clinical;
   -maintains the required dress code for clinical experiences;
   -contacts appropriate persons in the event of absence/tardiness;
   -attends clinical free from the influence of drugs or alcohol;
   -attends clinical well-rested and in sufficient good health to function clearly & safely with others.
2. Upholds ethical standards described Student Handbook, including:
   -turns in original & appropriately-referenced written work;
   -retains accuracy in verbal & written communications;
   -properly reports incidents/accidents that occur in clinical area.
3. Performs skills according to HCC-defined procedures and behaviors.
4. Utilizes correct agency procedures as stipulated in agency manuals.
5. Upholds the ANA Code for Nurses and WSBN Standards of Practice.

KEY: R = Rating achieved; **D** = Source of data; **#** = Criteria not achieved
1,2,... = wk of rotation; **P** = Process Paper; **Sum** = Summative rating

QUARTER SIX, SECTION II.
Summative rating = average weekly rating (excluding NR weeks).

MEMBER OF THE PROFESSION

The student assumes roles, responsibilities and attitudes that are essential to the nursing profession.

A. The student demonstrates professional appearance/demeanor.

1. Maintains neat, clean and correctly-attired physical appearance.
2. Maintains calm manner & self-composure during clinical experiences
3. Articulates clearly, using proper grammar and pleasant voice.
4. Asserts self appropriately; not passive or aggressive with others.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

B. The student demonstrates professional attitudes/behavior.

1. Accepts professional accountability for own actions/omissions/etc.
2. Demonstrates respect and supportiveness toward others
3. Demonstrates receptiveness to questions/suggestions/feedback.
4. Maintains confidentiality.
5. Effectively uses principles of conflict resolution.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

C. The student assumes responsibility for own learning process.

1. Submits all written work completed, in correct format & on time.
2. Completes unit "Clinical Implementation Objectives" - N223, N203.
3. Identifies own knowledge deficits and seeks appropriate resources.
4. Identifies own problem areas and creates short-term personal goals.
5. Works toward/revises goals set in previous clinical final conference.
6. Seeks new/appropriate learning experiences without prompting.
7. Self-assigns 2 or 3 clients with multisystem complex condition (focusing on A/I BNA) that require care level appropriate to student.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

D. The student assumes responsibility for own skill acquisition.

1. Seeks opportunities for skill acquisition/evaluation.
2. Requests and makes arrangements for instructor evaluation of skills.
3. Seeks variety in client age/diagnosis and required nursing skills.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

E. The student completes required preparation for clinical.

1. Arrives in sufficient time to begin clinical shift unharried & on time.
2. Completes description of clients' pathophysiology, including contrast to "textbook picture", prior to clinical experiences.
3. Completes/revises appropriate med cards before clinical shift)or prior to administering med if newly-prescribed med or new client).
4. Completes CCS Assessment/Lab/Meds & Planning for each assigned client prior to clinical shift; revises CCS after report.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

QUARTER SIX, SECTION III:
Summative rating = average of final 3 wkly ratings (excl NR wks).
If NR is required "spin off", then average final 4 wks (excl NR).

PROVIDER OF CARE

The student provides appropriate nursing care to the client utilizing the Nursing Process and standard nursing behaviors.

A. The student accurately ASSESSES the client.

1. Summarizes client chief complaint, S/S, & history of problem.
2. Accurately identifies 7-10 data items/BNA from variety of sources.
3. Accurately identifies 7-8 real/potential problems, including those of greatest clinical significance.
4. Correctly states client problems using NANDA nursing diagnoses.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

B. The student creates an appropriate PLAN of nursing care.

1. Establishes an accurately-prioritized problem list.
2. Establishes meas./realistic EO for 3 problems of highest priority (On Nsg Process Paper, writes up 5-7 problems of highest priority).
3. Identifies 5-7 appropriate nursing actions (at least 3 of which are independent actions) for the problems of highest priority.
4. Individualizes nursing actions for specific client needs/factors.
5. Accurately paraphrases scientific rationale for nursing actions.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

C. The student properly IMPLEMENTS the plan of nursing care.

1. Carries out plan, including established hospital care plan.
2. Adapts plan of care according to specific clinical circumstances.
3. References actions with resources approved by HCC Nursing Program.
4. Describes rationale for modifications in plan of care.
5. Contributes to hospital client care plan.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

D. The student thoroughly EVALUATES outcomes of nursing care.

1. Identifies 3-4 evaluative statements re: effectiveness of actions, including if EO was met or unmet.
2. Includes reassessment data that supports evaluation.
3. If EO not achieved, identifies alternative plan of care & modified EO.
4. Evaluates/critiques existing hospital care plan.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

SECTION III (continued):

E. <u>The student applies knowledge of pathophysiology, medications, and treatments in client care.</u>

1. Describes medical diagnoses of assigned clients, identifying significant features of anatomy/physiology & pathophysiology.
2. Contrasts "textbook description" of pathophysiology with actual clinical picture of client.
3. Identifies abnormal lab data/diagnostic tests & describes its clinical significance in terms of client's condition.
4. Assesses factors related to client's fluid/electrolyte balance, including I&O, hydration, meds/treatments affecting F/E balance.
5. Assesses factors related to client's acid/base balance.
6. Correctly states medication--name (generic & trade), minor class., specific indications for this client, dose, & major side effects.
7. Identifies rationale/management concerns for meds & treatments.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

F. <u>The student incorporates nutrition concepts in client care</u>.

1. Completes nutrition modules by end of 5th week of quarter.
2. Assesses client home eating habits & potential need for special diet.
3. Assesses client food intake for appropriateness in terms of diet.
4. Assists client in planning appropriate home nutritional program.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

G. <u>The student incorporates development concepts in client care</u>

1. Describes 2-3 typical developmental issues of client's chron age.
2. Assesses client's verbal/non-verbal behavior & describes client's actual developmental issues in contrast to issues of chron age.
3. Develops plan of care responsive to client's developmental concerns including nursing actions specific to developmental issues.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

H. <u>The student incorporates cultural factors in client care.</u>

1. Describes 3 features of client's socioeconomic/cultural background.
2. Describes 2 client(family) beliefs/perceptions about health/illness that stem from client's socioeconomic/cultural background.
3. Describes factors in home/family situation that may affect health status following discharge from hospital.
4. Develops plan of care that is sensitive to client's cultural beliefs.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

I. <u>The student functions effectively as a client educator.</u>

1. Assesses client knowledge of health status & disease during clinical.
2. Accurately identifies 2 client learning needs; revises during shift.
3. Incorporates teaching re: meds/treatments into client care.
4. For 2 clients during the rotation: develops, writes, & implements teaching plan for 3-4 learning needs, including meds/treatments.
5. Assists client in formulation of appropriate discharge plans, including available/appropriate community resources for referral.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

QUARTER SIX, SECTION IV.
Summative rating = average of final 3 wkly ratings (excl NR wks).
If NR is required "spin off", then average final 4 wks (excl NR).

COORDINATOR OF CARE

The student effectively coordinates aspects of the environment, activities, individuals and resources related to the provision of care to the client.

A. The student creates/maintains a physically, emotionally, and cognitively supportive environment.

1. Assists client with role changes re: hospitalization/"sick role".
2. Modifies environment to provide optimal physical comfort, cognitive orientation and sensory input.
3. Conveys respect for client's "personal space" and privacy needs.
4. Describes 2-3 specific changes that would improve clinical milieu.
5. Describes ways in which those changes could be instigated.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

B. The student utilizes effective organizational skills.

1. Establishes organization of care plan prior to implementation
2. Proceeds through clinical shift in an organized/systematic manner.
3. Completes implementation of care within clinical shift.
4. Demonstrates cost-effectiveness in the use of supplies/equipment.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

C. The student provides correct verbal reports/written records.

1. Charts correctly in agency format using legal charting standards.
2. Charts succinctly (HCC-approved abbreviations & phrasing structure).
3. Charts legibly using correct spelling and grammar.
4. Charting is timely - records client condition throughout shift.
5. Charting reflects 6th quarter level of the Nursing Process.
6. Provides accurate verbal report to correct nurse before leaving shift.
7. Report is organized and focused on most important aspects of care.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

D. The student works collaboratively with others.

1. Seeks assistance when nursing care requires team effort.
2. Seeks out others to assist when own responsibilities have been met (spends maximum of 30 min. of scheduled clinical shift on CCS).
3. Notifies instructor and assigned staff nurse immediately of significant changes in client requiring nursing attention.
4. Initiates interactions with auxillary departments and physician as necessary for proper provision of care to client.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

QUARTER SIX, SECTION V.

Summative rating = average of final 3 wkly ratings (excl NR wks).
If NR is required "spin off", then average final 4 wks (excl NR).

COMMUNICATOR

The student establishes effective relationships with client, peers, instructor & health care team members.

A. <u>The student demonstrates accurate/ongoing self-awareness</u>.

1. Demonstrates congruency between verbal and non-verbal messages.
2. Analyzes own feelings/thoughts/behaviors/biases & comm. blocks.
3. Explores dynamics of interpersonal relationships.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

B. <u>The student relates to the client in a therapeutic manner.</u>

1. Conveys therapeutic attitudes-respect, empathy, investment, caring.
2. Uses touch appropriately.
3. Modifies beliefs/perspectives to avoid making value judgements.
4. Analyzes significant client behaviors & their possible meanings.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

C. <u>The student communicates effectively with the client.</u>

1. Conducts interactions appropriately using goal-directed approach.
2. Demonstrates "active listening" communication skills/techniques.
3. Plans/implements/evaluates appropriate psychosocial nursing interventions (beyond communication skills) on CCS.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

D. <u>The student communicates effectively with peers.</u>

1. Uses effective/appropriate communication skills.
2. Volunteers information, ideas, feelings to group discussions.
3. Balances own participation, not dominating or withdrawing.
4. Uses support & constructive feedback when interacting with others.
5. Analyzes aspects of group dynamics as relate to clinical groups.
6. Initiates ways to facilitate group movement in positive direction.
7. Functions effectively as group leader (X1); elicits participation.
8. Functions effectively as group observer (X1); shares feedback (+/-).

	1	2	3	4	5	6	P	Sum
R								
D								
#								

E. <u>The student communicates effectively with instructor and members of the health care team</u>.

1. Uses effective/appropriate communication skills.
2. Initiates interactions with instructor each week to review progress.
3. Reviews pre-written care plan w/instr. before implementataion.
4. Uses appropriate channels of communication within team.
5. Analyzes interactions between self & staff member, identifying significant behaviors & their possible meanings.
6. Describes ways of interating in interaction with staff member that may have been more effective and why.

	1	2	3	4	5	6	P	Sum
R								
D								
#								

STUDENT NAME_____ GRADUATION YEAR_____
INSTRUCTOR/CLINICAL AGENCY:
QTR 1_____ QTR 2_____
QTR 3_____ QTR 4_____
WINTERIM _____ PSYCH _____ QTR 6_____

HIGHLINE COMMUNITY COLLEGE
Associate Degree Nursing Program

Clinical Evaluation Tool
EVALUATION OF PSYCHOMOTOR SKILL PERFORMANCE

Evaluation of skill performance is ongoing throughout all clinical courses. The rating scale is based on the quality/expediency of skill performance and the degree of supervision required to perform the skill properly. The instructor provides the minimal number/type of cues necessary to assure that the skill is performed safely and accurately. Types of cues include:

1) supportive using words of encouragement/support to calm student
2) verbal using spoken directions/correnctions to prevent an error
3) physical correcting through physical contact to prevent an error

Definition of ratings (all qualities must be met to achieve rating):

I=Independent Safe; accurate; completely skillful; coordinated; confident.
Completed within an expedient time period.
Proficient; able to teach others; required no cues/support.

C=Competent Safe; accurate; skillful; coordinated; somewhat confident.
Efficient; completed within a reasonable time period.
May require occasional supportive cues.

A=Assisted Safe; accurate; somewhat skillful; somewhat coordinated.
Not confident; inefficient; expends excess energy.
Completed within a delayed time period.
Required occasional verbal and/or physical cues.

M=Marginal Safe/accurate if accompanied; somewhat skillful; uncoord.
Not confident; inefficient; expends much excess energy.
Completed within a prolonged time period.
Required frequent verbal and/or physical cues.

D=Dependent Unsafe; inaccurate; unskilled; uncoordinated; inefficient.
Unable to perform skill w/o continuous verbal/phys. cues.

NR=Not Rated No opportunity to evaluate skill performance by end of evaluation period. Reason for rating noted in margin.

Clinical Objectives related to skill acquisition.

In addition to the evaluation of skill performance, the student is evaluated on participation in the evaluation process and maintainance of her/his clinical skill level. Evaluation of the two clinical course objectives stated below is made at the end of each quarter and recorded in the appropriate box on this page. Ratings are as follows:

✓ = All criteria were met satisfactorily by the end of the qtr.

X = One or more criterion was unmet by the end of the quarter.

A. <u>The student fulfills own responsibilities related to skill performance evaluation.</u>

1. Seeks opportunities for skill acquisition/evaluation.
2. Sets up times with instructor for evaluation.
3. Completes post-test and lab/videotape evaluation of each skill prior to performing it in the clinical area.
4. Obtains instructor observation for initial evaluation of all skills and for re-evaluation of skills achieved at the "assisted" level or lower.
5. Achieves required performance rating on all skills as described at beginning of the evaluation period.

Qtr	2	3	4	5	6
Date					
✓/X					

B. <u>The student demonstrates increasing independence in the performance of previously-rated skills.</u>

1. Maintains, at minimum, the achieved performance rating of skills that have been evaluated previously.
2. Seeks opportunities to increase performance ratings.
3. Sets up times with instructor for re-evaluation of skills achieved at the "assisted" level or lower.
4. Achieves higher evaluation ratings on 5 skills/qtr.
5. Achieves "I" ratings on 10 skills by end of 1st year.
6. Achieves "I" rating on 30 skills by end of program.

Qtr	2	3	4	5	6
Date					
✓/X					

Determination of clinical contracts:

<u>Clinical objectives</u>: A Learning Contract will be established for the first "unmet" (X) rating on either objective. A Probationary Contract will be established for the second "unmet" rating received any time in the program.

<u>Skill Performance</u>: Specific requirements are stated at the top of the page for each evaluation period - Quarter One, Year One and Year Two.

NOTE: Clinical instructors make, initial, and date all evaluation/ explanatory entries in this document. The student may copy the document for reference, but may not make any marks in it or have unsupervised possession of it at any time.

QUARTER ONE

By the end of the 5th week of qtr 1, the student is expected to satisfactorily complete post-tests for all skills listed on this page and those identified for quarter one on the last page. The student must also pass the lab evaluation for all skills listed below that do not have an "X" in the LabEval column.

By end of qtr 1, the student is expected to achieve minimum of "assisted" (A) rating on astericked (*) skills, and minimum of "competent" (C) rating on all other skills listed below. Two "dependent" (D) ratings, 4 "marginal" (M) ratings, or 10 "not rated" skills will result in a clinical contract for qtr 2.

Technical Skills	P-Test	LabEval	D	M	A	C	I	NR
Ambulation								
*Amb.devices/Lifters								
*Bandages/Binders								
Basic body mechanics								
Bedbath								
Bedpan/Urinal								
Blood pressure								
Catheter Care		X						
Dentures/Hair care		X						
*Discharge procedures		X						
Early AM care; HS care								
Elastic hose								
*Enema-retention/cleans.		X						
General AM care								
Handwashing								
I&O; prep & asst.-eat/feed								
*Medical asepsis								
Massage/Special skin care								
Occupied/unoccupied bed								
Oral hygiene/Sp. mouth care								
Perineal care		X						
Positioning the client								
Pulse								
Range of motion								
Respirations								
Temperature								
Transferring the client								
Tub/shower		X						

YEAR ONE

By the 3rd week of qtr 2 or qtr 3, the student is expected to satisfactorily complete post-tests and/or lab evaluation for all skills listed in N102 or N103 syllabi (listed below and on last page), except when marked with "X".
By end of qtr 3, the student is expected to achieve minimum of "assisted" (A) rating on astericked (*) skills, and minimum of "competent" (C) rating on all other skills listed below and on the previous page. One "dependent" (D) rating, 2 "marginal" (M) ratings, or 5 "not rated" skills will result in a clinical contract for the 4th qtr. Additionally, by the end of qtr 3, the student is expected to achieve "independent" rating on any 10 1st year skills.

Assessment Skills - 1st Year	D	M	A	C	I	NR
Actualization/Affiliation						
Activity/Inactivity						
Foods/Fluids						
Elimination						
Respiratory/Circulatory						
Sexuality						

Technical Skills	P-Test	LabEval	D	M	A	C	I	NR
Administration of Meds		X						
-Ampule/vial techniques								
-Injections		X						
1. location of sites	X	Q2-						
		Q3-						
2. subcutaneous	X	Q2-						
		Q3-						
3. intramuscular	X	Q2-						
		Q3-						
-Narcotic documentation		Q2-						
		Q3-						
-Oral medication		X						
-Topical medication		X						
Cast care		X						
*Catheter insertion		VT-						
Dressing change		VT-						
Heat/cold therapy		X						
Intravenous therapy		X						
*IV-calculating rate/flow	X	X						
*IV-discontinuing the IV	X	X						
*IV-care of insertion site	X	X						
*Parenteral solutions		X						
Isolation technique		X						
Pre/Post-operative care	X	X						
Specimen collection	X	X						
Sterile gloving		VT-						
Sterile supplies		VT-						

YEAR TWO

By the 3rd week of qtr 4, the student is expected to complete post-tests and/or lab evaluation of skills outlined below, except when marked with "X". By end of qtr 5, the student is expected to achieve minimum "competent" (C) rating on all skills listed in this document other than the optional skills listed on the last page. Two "marginal" (M) ratings, 3 "assisted" (A) ratings, or 3 "not rated" (NR) skills will result in a probationary contract that must be achieved no later than the 7th clinical day of the sixth quarter. Additionally, during the 6th quarter, the student is expected to continue to practice nursing skills and seek re-evaluation to document growth in clinical performance. By end of 6th quarter, the student is expected to achieve an "independent" (I) rating on at least 30 skills listed in this document.

Assessment Skills - 4th/5th qtr	D	M	A	C	I	NR
Actualiz/Affil: Mental Status Exam						
Activity/Inactivity: Neurological						
Activity/Inactivity: Musculoskeletal						
Foods/Fluids: Gastrointestinal						
Elimination/Sexuality: Genitourinary						
Respiratory/Circulatory: Respiratory						
Respiratory/Circulatory: Cardiovascular						

Technical Skills	P-Test	LabEval	D	M	A	C	I	NR
Chest tube-care/dressing	X	X						
Intravenous therapy		X						
-changes container	X	VT-						
-parenteral solutions		X						
-piggyback/push meds		VT-						
Nasogastric tube care	X	X						
Nasotrachial/trach care	X	X						
NT/trachial suctioning	X	VT-						
Wound drain care	X	X						

Assessment Skills - 6th qtr	D	M	A	C	I	NR
Actualiz/Affil: Mental Status						
Activity/Inactivity: Neurological						
Activity/Inactivity: Musculoskeletal						
Foods/Fluids: Gastrointestinal						
Elimination/Sexuality: Genitourinary						
Respiratory/Circulatory: Respiratory						
Respiratory/Circulatory: Cardiovascular						

TOTAL PROGRAM

Skills with required post-tests; clinical evaluation is optional	P-Test	D	M	A	C	I	NR
Quarter 1							
Admission							
Fecal impaction							
Nail care							
Restraints							
Shampoo/shaving							
Quarter 2 or 3							
Intradermal injection							
Irrigation-ear/eye							
Irrigation-urinary tract							
Irrigation-vaginal							
Medication-ear							
Medication-eye							
Medication-rectal							
Medication-vaginal							
Oxygen therapy							
Quarter 4							
IV-admin. blood/blood products							
IV-pumps/controllers							
IV-total parenteral nutrition							

Optional skills; evaluated by request only	D	M	A	C	I	NR
EKG - calculating heart rate/rhythm						
EKG - calculating PR & QRS interval						
IV - Heparin lock conversion						
NG tube - administration of medication						
NG tube - feeding						
NG tube - insertion						

HIGHLINE COMMUNITY COLLEGE
Associate Degree Nursing Program

1st QUARTER SELF-APPRAISAL PAPER

Student _____ Instructor _____ Qtr/Week # _____

I. INTERACTION CRITIQUE:

Client initials ___ Diagnosis _____

Describe general setting/atmosphere in which the interaction took place:

List your goals of the interaction -- for yourself & for the client:

Describe the main content topics that were discussed in the interaction:

Describe verbal/non-verbal client behaviors that you see as significant:

Describe feelings/thoughts/behaviors you had that you see as significant:

Identify communication skills you attempted & comm. blocks that occurred:

Describe what you would do differently if you could repeat this interaction:

II. PROFESSIONAL DEVELOPMENT

Describe how the clinical environment & "sick role" affected your clients:

Describe impact of client's sociocultural background on health status:

Describe how you're doing with organization & time management:

Assess your verbal communications in general (conferences, report, etc):

Assess your written communications in general (charting, CCS, etc.):

Describe a clinical experience you had where you feel you "really blew it":

Describe one or more things that you learned from this experience:

Identify main problem areas you're experiencing & create 2 personal goals:

HIGHLINE COMMUNITY COLLEGE
Associate Degree Nursing Program

2nd QUARTER SELF-APPRAISAL PAPER

Student _____ Instructor _____ Qtr/Week # _____

I. INTERACTION CRITIQUE:

Client initials ___ Diagnosis _____ _____

Describe general setting/atmosphere in which the interaction took place:

List your goals of the interaction -- for yourself & for the client:

Describe the main content topics that were discussed in the interaction:

Describe verbal/non-verbal client behaviors that you see as significant:

Identify one possible meaning for these client behaviors:

Describe feelings/thoughts/behaviors you had that you see as significant:

Identify one reason why you may have felt/thought this particular way:

Identify communication skills you used & blocks/barriers that occurred:

Describe what you would do differently if you could repeat this interaction:

II. PROFESSIONAL DEVELOPMENT

Assess aspects of clinical setting/staff - what you liked/disliked & why:

Describe impact of client's sociocultural background on health status:

Describe your progress/problem with organization & time management:

Assess your communications (charting, verbal reports, conferences):

Describe what teaching you attempted/achieved & how you feel about it:

Describe a clinical experience you had where you feel you "really blew it":

Describe 2-3 things you learned from this experience:

Discuss your main problem areas & create 3 specific/behavioral goals:

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3rd QUARTER SELF-APPRAISAL PAPER

Student _____ Instructor _____ Qtr/Week # _____

I. INTERACTION CRITIQUE:
Client initials ___ Diagnosis _____
Describe general setting/atmosphere in which the interaction took place:

List your personal/client goals for the interaction and evaluate them:

Describe the main content topics that were discussed in the interaction:

Discuss significant client behaviors & identify several possible meanings:

Discuss feelings/thoughts/behaviors you had & reasons why you had them:

Describe 2-3 interventions you used & evaluate their effectiveness:

Describe what you would do differently if you could repeat this interaction:

II. PROFESSIONAL DEVELOPMENT

Describe aspects of clinical setting/staff--what you liked/disliked & why:

Describe how you modified the environment to make it more therapeutic:

Describe ways your care plans were sensitive to sociocultural factors:

Describe your progress/problems with organization & time management:

Describe/assess your communication style (charting, reports, conferences):

Describe and assess what teaching you attempted and/or achieved:

Describe 3-4 aspects of group dynamics in your peer group:

Identify learning opportunities you have sought out in the past week:

Discuss your main problem areas & create 3 specific/behavioral goals:

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Associate Degree Nursing Program

4th-5th QUARTER SELF-APPRAISAL PAPER

Student _____ Instructor _____ Qtr/Week # _____

I. INTERACTION CRITIQUE

Client initials ____ Diagnosis _____

Describe general setting/atmosphere in which the interaction took place:

List your personal/client goals of the interaction & evaluate them:

Describe the main content topics that were discussed in the interaction:

Discuss significant client behaviors & analyze several possible meanings:

Discuss your feelings/thoughts/behaviors & analyze why you had them:

Evaluate the appropriateness/effectiveness of 2-3 interventions you used:

Describe 2-3 alternative (i.e. more effective) interventions for this client:

II. PROFESSIONAL DEVELOPMENT

Describe how you helped clients make hospitilization role changes:

Describe how you modified the environment to make it more therapeutic:

Describe ways you incorporated sociocultural factors/community resources:

Describe/assess your organization & time management skills:

Describe/assess your communication style (charting, reports, conferences):

Describe and evaluate the teaching you attempted/achieved:

Describe a meaningful clinical experience you've recently had:

Discuss it's impact on your clinical practice and/or philosophy of nursing:

Identify learning opportunities you sought out on your own initiative:

Discuss your main problem areas & create 3 specific/behavioral goals:

HIGHLINE COMMUNITY COLLEGE
Associate Degree Nursing Program

PSYCHOSOCIAL ROTATION INTERACTION CRITIQUE

Student _____ Instructor _____ Date/Quarter _____
Client Initials ___ Diagnosis/condition _____

Describe general setting/atmosphere in which the interaction took place:

List your personal/client goals of the interaction:

Describe the main content topics that were discussed in the interaction:

Discuss significant client behaviors & analyze them in terms of psychosocial concepts and several possible interpretations/meanings:

Discuss your feelings/thoughts/behaviors-before, during and after the interaction - and analyze why you may have had them:

Describe the interventions you used & their rationale (including references):

Evaluate the appropriateness/effectiveness of the interventions you used:

Evaluate the personal/client goals and state how you would modify them:

Identify 2-3 alternative interventions (with references) for this client:

HIGHLINE COMMUNITY COLLEGE
Associate Degree Nursing Program

PSYCHOSOCIAL ROTATION SELF-APPRAISAL PAPER

Student _____ Facility _____
Instructor _____ Date/Quarter _____

Discuss therapeutic/non-therapeutic aspects of the clinical setting/staff:

Identify 2-3 specific changes you believe would improve the clinical milieu:

Describe ways in which you incorporated sociocultural factors & community resources in your nursing care:

Describe 2-3 aspects of group dynamics (peer group or staff) and how you would like to facilitate movement of the group toward better functioning.

Describe your response to the decreased structure of this rotation:

Discuss what has been most challenging for you in the past week:

Describe a significant clinical experience you've had in the past week:

Discuss it's impact on your clinical practice and philosophy of nursing:

Identify learning opportunities you have sought out during the past week:

Discuss your main problem areas & create 3 specific/behavioral goals:

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6th QUARTER SELF-APPRAISAL PAPER

Student _____ Instructor _____ Qtr/Week # _____

I. INTERACTION CRITIQUE (STUDENT-STAFF)

Describe general setting/atmosphere in which the interaction took place:

Describe the intention of the interaction & main content that was discussed:

Describe significant behaviors you observed in the staff member & analyze what they may indicate re: her/him (describe several possible meanings):

Discuss your feelings/thoughts/behaviors -before, during and after the interaction - and analyze why you may have had them:

Describe what you would do differently if you could repeat this interaction:

II. PROFESSIONAL DEVELOPMENT

Discuss therapeutic/non-therapeutic aspects of the clinical setting/staff:

Discuss 2-3 specific changes you believe would improve the clinical milieu:

Describe how you would go about instigating those changes:

Describe and evaluate the teaching you attempted/achieved:

Describe community resources you incorporated in discharge planning:

Describe 2-3 aspects of group dynamics (peer group or staff) and how you would like to facilitate movement of the group toward better functioning.

Identify learning opportunities you have sought out in the past week:

Discuss your main problem areas & create 3 specific/behavioral goals:

HIGHLINE COMMUNITY COLLEGE
Associate Degree Nursing Program

PROBATIONARY CONTRACT

STUDENT _____ QTR OF PROGRAM _____
INSTRUCTOR _____ DATE _____

PURPOSE
Assessment of your clinical performance reveals significant deficits in your clinical progress. You are below satisfactory in a sufficient number of areas that you are not passing the course objectives and are in jeopardy of failing N ____. This Probationary Contract is established to emphasize the identified deficits and mandate your immediate attention/improvement in these areas.

FOCUS
The course objectives, evaluation criteria, and/or clinical skills which are below satisfactory have been orange-highlighted on one/both of the clinical evaluation tools. These items are the specific foci of Probationary Contract.

REQUIREMENTS
a. Unless otherwise noted, you must achieve "satisfactory" ratings on highlighted objectives and "competent" ratings on highlighted skills.
b. You are expected to achieve all other course objectives and you must complete regular clinical assignments as per the course syllabus. Any additional required assignments and specific deadlines are as follows:
_____ Due _____
_____ Due _____
_____ Due _____

PROCEDURE
Upon receipt of this document, you must make an appointment with the instructor to review both evaluation tools and contract requirements prior to the next clinical shift. Noting your initials next to each highlighted item and signing below acknowledges your intention to fulfill the contract. If you choose not to comply, you must make an appointment with the Program Coordinator immediately as described in the Grievance Procedure.

EVALUATION
This Probationary Contract will be evaluated on [date] _____ . Evaluation outcomes will be noted on the back of this form and discussed with you. If issued at the end of a clinical rotation, you will receive an "incomplete" until the contract is resolved. Failure to fulfill this contract will result in failure of N ____ and thus termination from the Nursing Program.

SIGNATURES
Instructor/Date _____ Student/Date _____

EVALUATION OF STUDENT PERFORMANCE & PROBATIONARY CONTRACT

SIGNATURES

Instructor _____ Date _____

Student _____ Date _____

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HIGHLINE COMMUNITY COLLEGE
Associate Degree Nursing Program

LEARNING CONTRACT

STUDENT _____ QTR OF PROGRAM _____
INSTRUCTOR _____ DATE _____

PURPOSE

Assessment of your clinical performance reveals deficits in your learning progress. While you satisfactorily meet many course objectives, there are some that require your immediate attention and improvement in order to meet the level at which you should be performing. This Learning Contract is established to clarify specific problem areas and direct your clinical learning activities.

FOCUS

The course objectives, evaluation criteria, and/or clinical skills which are below satisfactory have been yellow-highlighted on one/both of the clinical evaluation tools. These items are the specific foci of the Learning Contract.

REQUIREMENTS

a. Unless otherwise noted, you must achieve "satisfactory" ratings on all highlighted objectives and "competent" ratings on highlighted skills.

b. You are expected to achieve all other course objectives and complete regular clinical assignments as per the course syllabus. Any additional required assignments and their specific deadlines are as follows:

_____ Due _____
_____ Due _____
_____ Due _____

PROCEDURE

Upon receipt of this document, you must make an appointment with the instructor to review both evaluation tools and contract requirements prior to the next clinical shift. Noting your initials next to each highlighted item and signing below acknowledges your intention to fulfill the contract. If you choose not to comply, you must make an appointment with the Program Coordinator immediately as described in the Grievance Procedure.

EVALUATION

This Learning Contract will be evaluated on [date] _____. Evaluation outcomes will be noted on the back of this form and discussed with you. Failure to fulfill this contract will result in a Probationary Contract.

SIGNATURES:

Instructor/Date _____ Student/Date _____

EVALUATION OF STUDENT PERFORMANCE & LEARNING CONTRACT:

SIGNATURES

Instructor _____ Date _____

Student _____ Date _____

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